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ABSTRACT

A need for concerted efforts in devising a more profound socialist education for the younger generation, and a strengthening of ideological ties joining the socialist nations was revealed in conference papers on: (1) the conference's significance (K. Tmej); (2) inaugural address (J. Kuberski); (3) Marxism-Leninism on the task of schools and teachers in building-up communism (M. I. Kondakov); (4) the teacher's role in forming a socialist set of values for children and youth (J. Wolczyk); (5) the teacher's role in the communist education of school children in the German Democratic Republic (G. Neuner); (6) the teacher's task and preparation in the period of building-up socialism in Cuba (M. F. Aranjo); (7) the teacher's work and training in the Hungarian People's Republic (S. Miklosvari); (8) the training of teacher cadres in the period of building-up a mature socialist society (Z. Atanasov); (9) the teacher as the most important factor in educating a new man (N. van Le); (10) the training and further education of educational personnel in the Rumanian Socialist Republic (V. Radulian); (11) theoretical problems of teachers' and educational personnel's lifelong education (K. Cepicka); and (12) Mongolian teachers' struggles to educate man (B. Davaasuren). Short presentations were made on: (1) the school and the teacher's task in personality forming in an advanced socialist society (O. Balaz); (2) forms and methods of training and of further education of educational personnel in an advanced socialist society (J. Jelencik); (3) education towards the teachers' scientific world outlook in the spirit of Marxist-Leninist ideology (J. Matejcik); (4) problems of teachers' further education in Czechoslovakia (K. Tmej); (5) the functional unity of the ideological-political, educational, and professional components in the training and further education of teachers of vocational and practical subjects (M. Klimova); (6) the teacher as educator (M. Hargas); (7) the problems of methodology and methods of research on questions of teacher education in Czechoslovakia (O. Franc); and (8) the personality of the teacher and the profile of graduates trained to teach at the first stage of basic schools in Czechoslovakia (M. Korinek). (CJB)

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PERSONALITY OF TEACHER

IN ADVANCED SOCIALIST SOCIETY

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PERSONALITY OF TEACHER
IN ADVANCED SOCIALIST SOCIETY

/Collection of Papers from the Third
Conference of Educationalists of Socialist
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Contents

Karel TMEJ: The Significance of the Third Conference of Educationalists of Socialist Countries in Warsaw in June 1977

Jerzy KUBERSKI: The Inaugural Address Delivered at the Third Conference of Educationalists of Socialist Countries

Mikhail I. KONDAKOV: Marxism-Leninism on the Task of Schools and Teachers in Building-up Communism

Jerzy WOŁCZYK: The Role of the Teacher in Forming a Socialist Set of Values in School and in the Social Environment of Children and Youth

Gerhard NEUNER: The Growing Role of the Teacher in the Communist Education of School Children in the G.D.R.

Max Figueros ARANJÓ: The Teacher´s Task und Questions of his Education in the Period of Building-up Socialism in Cuba

Sandor MIKLOSVARI: Teacher´s Work and Training in the Hungarian People´s Republic

Zhetcho ATANASOV: The Training of Teacher Cadres in the Period of Building-up a Mature Socialist Society

Nguyen van LÉ: The Teacher - the Most Important Factor in Educating a New Man

Virgilian RADULIAN: The Training and Further Education of Educational Personnel in the Rumanian

Socialist Republic

Karel ČEPIČKA: Theoretical Problems of Teachers´ and Educational Personnel´s Lifelong Education

Biambagian DAVAASUREN: Mongolian Teachers´ Struggle to Educate Man

Jerzy WOŁCZYK: Concluding Remarks

Selected Short Communications

Ondrej BALÁŽ: The Function of the School and the Teacher´s Task in Personality Forming in an Advanced Socialist Society

Ján JELENČÍK: The Forms and Methods of Training and of Further Education of Educational Personnel in an Advanced Socialist Society

Ján MATEJČÍK: Education Towards the Teachers´ Scientific World Outlook in the Spirit of Marxist-Leninist Ideology

Karel TMEJ: Problems of the System of Teachers´ Further Education in Czechoslovakia

Marie KLÍMOVÁ: The Functional Unity of the Ideological-Political, Educational and Professional Components in the Training and Further Education of Teachers of Vocational and Practical Subjects

Martin HARGAŠ: The Teacher as Educator

Oldřich FRANC: The Problems of Methodology and Methods of Research on Questions of Teacher and Teachers´ Education in Czechoslovakia

Miroslav KOŘÍNEK: The Personality of the Teacher and

the Profile of Graduates Trained to Teach
at the First Stage of Basic Schools in
Czechoslovakia

Karel Tmej

THE SIGNIFICANCE OF THE 3RD CONFERENCE OF EDUCATIONALISTS OF SOCIALIST COUNTRIES IN WARSAW IN JUNE 1977

The 3rd Conference of Teachers from the socialist countries, convened in Warsaw from 6th to 11th of June 1977, dealt with the role of the teachers´ personality in an advanced socialist society in forming the character of children and youth, with the important questions of socialist education and its function in the upbringing of the coming generation, as well as with the theory of teachers´ education in the sence of a permanent life-long education following up the initial university courses. The teaching profession, as a subject of scientific research, is rousing an ever greater interest in the world today. Researchers are devoting much time and concerted effort to these problems first and foremost at the Academy of Pedagogical Sciences of the USSR, as well as at other educational institutions in the socialist states. In recent years UNESCO has also taken an increased interest in pedeutological problems. Today there is no longer any doubt about the Marxist tenet that the results of upbringing and education are above all dependent on teacher-pupil--family relationships.

The social role of the school and the teacher is also continually gaining more ground even in the west, where this conclusion was reached after the failure of unfounded, ill--construed doctrines attempting to limit, remove or substitute the teacher´s leading role. This fact must be explained by the rising interest of many scientific institutions in the world in this field coming from the socialist countries. As was shown at the conference, in all socialist states it is in the intrinsic interest of the Communist and Workers´ Parties and governments to augment the social prestige of the teacher´s profession and in this connection the improvement of the educational system from the university courses up to the teacher´s further education. Thanks to the close attention paid by the Communist and Workers´ Parties it was possible to establish a modern goal-directed school system orientated towards the future, a system, which from the very beginning has been striving for a profound democratization of the upbringing and education of children and youth and has determined the ways to strengthen the role of educational personnel in an advanced socialist society. A result of the new strategy in the social-economic development is also evident in the flourishing research of the teacher´s profession, as was pointed out by Dr. Volchik, head of the Polish delegation and deputy Minister of Education in the Polish People´sRepublic. The researchers are collecting knowledge about the teacher of today, and its further systemization will undoubtedly contribute to an expansion of the science on teachers, as a scientific subsidiary discipline.

The Conference underlined that the main aim of such research must be directed towards elaborating models of educationalists, who are highly committed and are possessed of a deep knowledge and experience in discrimination, and the designing of mechanisms enabling the realization of these models in the conditions of a content reconstruction of the educational system, placing qualitatively higher demands in the sphere of education and upbringing in school, but also preparing for an intensification of the life-long education. That is why the main stress in the research programme is put on achieving the designed solution in practice. The research is concerned with basic questions, especially the methods of planning the requirements for teachers and educational personnel, the principles and viewpoints in selecting for the profession, the conditions the education system must meet, the professional further education of teachers, the maxim of the life-long education of educationalists and so on.

The teacher, in the role of an active educator disseminating in the course of the entire educational process a socialist system of values, represents the key problem in searching for answers to the fundamental questions.

The Conference indicated that this is the direction for researchers to follow in solving any of the subsidiary problems. Each must be considered from the angle of a suitable method for the proposed solution to achieve the utmost value, which undoubtedly lies in an ideologically inspired teacher, who identifies himself with the socialism of today and the communism of tomorrow. The conference participants in the discussion mentioned, in speaking of these problems, the need to solve them as a comprehensive concept, with a regard for their mutual relationships and for the changes in the process of building-up a socialist advanced society.

A significant contribution was made by the head of the Soviet delegation, Academician Kondakov, who referred in his paper to the resolution adopted at XXVth Congress of the Communist Party of the Soviet Union concerning the sphere of communist education of the new generation, as well as to the new stimuli and creative ideas to promote greater efficiency in educational work.

In the addresses of many delegates from the socialist countries it was underlined that the socialist educational ideals have a complex character and are sharply poised against bourgeois educational theories that narrow down the ideals of communist education according to the horizons and concepts of today's technocrats. The President of the Academy of Pedagogical Sciences in the GDR, Professor Neiner, correctly pointed out that the ideal of a socialist upbringing concentrates on the integrated development of man prepared for a life in a mature socialist society, from which conditions and prerequisites subsequently emerge for a thus orientated communist education of children and youth.

Many momentous successes have been achieved in this respect by both schools and Marxist pedagogical sciences in many socialist states. The socialist ideals of education and similarly the practice leading towards their realization have provided evidence proving the merits of a socialist society and its inherent educational ideas as well as its educational facilities in comparison with the changes in a different social system. Professor Malkovova of the USSR also stressed at the Conference that contemporary capitalism is resorting to various means to reform the education system in an attempt to solve the crisis in this sphere. As we know many concepts appearing in bourgeois educational circles are trying to surmount this crisis. Their authors are at one in admitting the shortcomings of the bourgeois school. Nevertheless the way in which they are construed in theory is very varied and mutually contradictory. There is a growing discrepancy between the demands for the training of labour and the standard of education achieved by the broad average of school-children. The diverse trends aiming at reinstating a sound educational system in the capitalist countries included proposals to abolish schools and minimize the teacher´s role, which have met with considerable response. There were also tendencies to declaim against the humane function of the teacher and his work with a view to substituting the teacher by machines or so-called school engineers, and similar suggestions were made one-sidedly impoverishing the teacher´s function by endowing him exclusively with the task of cultivating the emotional aspects of his charges. None of these concepts are capable of overcoming the crisis phenomena in the capitalist countries, because the roots of the crisis must be sought in the social-economic structure of the capitalist world.

In the socialist countries the teacher represents a decisive factor in forming the pupil and the attitudes of youth. Therefore it may be taken for granted that the Party and state organs devote exceptional efforts to promote the elevation of the social role of the teacher´s profession. Hence the system of teachers´ training takes on prime importance in the ideological moulding of the teacher´s active attitudes. That is why the Conference stressed that this is the system that must become the subject of research, investigating how and to what extent the above-mentioned ideological values are being created. Professor Volchik said the model teacher of the future should be determined from three viewpoints: the profession, the work and the personality. That is why, as he stated, three lines of development will be desirable: erudition /knowledge, way of thinking/, a system of values /for the socialist society the directives of the Communist Party are binding/, and also aptitudes and practical skills. The prerequisites for such a proposed model of a teacher must be sought above all in the specific requirements of the school as a new type of educational institution. The idea of the teacher´s task lying in the passing on of information should be limited in favour of an organized process of independent comprehension; the acquisition of knowledge and the solution of problems by the pupils themselves is gaining ever more ground. This will also enable the teacher to acquire new accomplishments, such as the guiding of the pupils´ independent learning, the cultivation of the skill of posing questions and finding the solution to problems in the spirit of Marxist pedagogics, psychology and other social sciences. The Conference confirmed that one of the main tasks that will accelerate the optimal connection between education and the life and work of the people will be to equip teachers and all educational personnel with a vital span of knowledge and skills. Usually everyone concerned with educational problems indicates the need for the teacher to have training commensurate to his mission, a training that will fit him with a thoroughly Marxist-Leninist attitude to reality, a high standard of erudition in the field he choses to qualify in, as well as to be prepared in the disciplines of methodology, didactics, pedagogics and psychology.

In the structure of the pedagogical training, apart from the actual specialization in the teacher´s subject that has to be much more profound today, there is an essential need for a familiarity with such fields, involved in a socialist conditioned educational process, as the diagnostics of the children´s needs, free-time pedagogics, as well as an accomplishment in certain practical skills and habits thanks to which the teacher is able to organize out-of-class activities. Abiding by the law of the mutual teacher-pupil influence in school means that the teacher must find a new approach to the pupil. Stimulating ideas emerged from the Conference appealing to the pedagogical sciences to investigate the process taking place among children and youth demanding great sensitivity on the part of the teacher with regard to their requirements, a friendly relationship and a readiness to proffer a helping hand in various difficult situations and where inner conflicts occur. Therefore we do not need a moralizing teacher, but one who will serve as a genuine advisor to the young, a teacher-friend. So far not everyone realizes that teachers are faced with new tasks of quite a different quality, far more complicated and demanding a different type of knowledge. This may be illustrated by the example of the activity of the teacher in developing the abilities of youth. It is common knowledge that for centuries the influence of biological determinism prevailed with regard to the problem of abilities. To a certain extent this view still constitutes the method of practical education. That section of youth with some innate aptitudes is considered gifted, while indisputable significance is ascribed to these aptitudes. Meanwhile, though, Marxist science has proved that innate aptitudes do not possess a determining nature, but that of decisive importance for the development of abilities and aptitudes are social processes. Thus the school is faced with the task of selecting what to advocate and how to guide the promotion of aptitudes among all youth. This fact too represents a new task for teachers. Naturally there are far more such problems, and a sizeable number were clarified at the Conference.

The IIIrd Teachers' Conference unequivocally came to the conclusion that the activity of the socialist school and teacher must be determined as a synthesis of two functions - cognitive and ideological. The cognitive function is conducive to equipping the coming generation with up-to-date knowledge, experience and skills. "You can only become a communist," said Lenin, "if you endow your memory with all the wealth of knowledge created by mankind." The importance of the cognitive function in the conditions of the current scientific-technical revolution, combined with the socialist social process is gaining greater momentum, it is acquiring a new content and meaning. Today man is ever more frequently faced with the necessity to learn, to select for himself scientific information. The second function lies in the forming of Marxist-Leninist opinions, behaviour, attitudes and the moral qualities of man. Both these functions are subject to the all-round development of the integrated personality of the younger generation in ascent, its preparation for life and work in a socialist society, its active participation in the cultural life and its creative share in yielding cultural values by cultivating personal dispositions, inclinations, interests and abilities.

The prospects of a mature socialist society, as the Teachers´ Conference demonstrated, exhibit the possibilities of a qualitatively new life, enhances the importance of the teacher´s work, his knowledge, skill, qualifications and moral-political involvement. It is this very activity of the teacher affecting above all the moulding of the child at a phase when he is most susceptible, at a phase when his way of life is crystalizing, that determines what kind of person the future citizen will be and what career he will take up. One must consider as a decisive factor the teacher´s inner identification with the values he teaches, with the values of the socialist present and the communist tomorrows, which is a fundamental condition for his professional activity. And if we set forth the demand that the teacher be a significant agent in realizing the programme of the Party and government, then he must be sufficiently acquainted and identified with the problems of the society to enable him to fulfil his task effectually. An ideological conception of the social role of the teacher requires that this process be supported by a continuous concern for the world outlook, and for education in politics, ideology and aesthetics. This activity takes on exceptional importance and significance and will become ever more indispensable. In the course of realizing these tasks the teacher plays a leading role in organizing the teaching process and the educational process in school as well as in the various forms of out-of-class and out-of-school activities, but also plays his part as a social factor in the environment of the school and the home, their organization and institutions. Hence the Teachers´ Conference also unanimously adopted the opinion that conditions must be established for the teacher to be fully aware of the factors on which his leading role is dependent, what is the essence, the sphere and the forces that way the pupil, why he must be initiated into the pupil´s psyche and be capable of penetrating deeper into his world etc. The innermost sense of the ideological dedication of the teacher must be demonstrated above all in the realization of the ideological and aesthetic values. It is the socialist ideology that provides a concept generating educational ideals, provides a possibility of evaluating social and pedagogical phenomena, represents an initial point for programming pedagogical procedures and thus also for conceiving the goals and means for their realization. In the circumstances of a mature socialist society and the elaboration of a new educational system the postulate regarding a change in the ideological orientation of the teacher becomes the main order of the day both in the political and educational programme. Characteristic is V. I. Lenin´s attitude to the question of the ideological consciousness of the teacher. He considered the ideological-political commitment as the prime element in the personality of the teacher, as a fundamental condition enabling the teacher to fulfil his social and professional tasks. In this context the Teachers´ Conference also stressed the importance of the teacher´s professional ethics. For it is common knowledge that the teacher´s deportment has a striking impact on children and youth and considerably influences the process of their development. Moreover these very components must form a unified, innerly coherent set of values and skills enabling an effective realization of the educational tasks of the school. It is not only important what the teacher actually is, but also what he is striving for. Of consequence are his guiding ideals in his work and his whole life. The teacher acquires these qualifications and improves on them in the course of his basic preparation, which equips him for his future career in the initial stage, but also in the course of performing his profession, which is hinged onto the whole system of the further education of educational personnel.

The culminating duty of our teachers is to devote all their creative powers to the realization of the ideals of socialism, which is the aim of the Communist Party´s policy that organizes the joint effort to build socialism, mindful of the prosperity and happiness of the people and representing its historic interests. Socialism establishes conditions for the realization of humanitarian traditions for all mankind and their maintainance on a mass scale, and then transforms them into practical principles.

Most stimulating and extremely interesting were the contributions made by the delegates from Cuba, the Vietnam Socialist Republic and Mongolia, who analysed in their speeches the present state and also the perspectives, while drawing on the experience of the educational systems of the Soviet Union and the socialist states, whose knowledge and past experience form the basis for the building-up of deeply democratic principles in the upbringing and education in all the countries of the progressive world.

Following a two-day plenary session, the participants at the Conference divided into seven working groups.

In the first group questions of the function of the socialist school and the role of the teacher in forming the personality in a highly developed socialist society were discussed. Stress was laid on the growing role of the school and teacher, his Marxist world outlook, professional ethics, as well as the system of socialist values combined with the specialized training and professional skills.

The second group discussed problems connected with the process of forming a Marxist-Leninist world outlook among teachers in conjunction with the development of socialism, in which the integrated evolvement of the personality is conceived, for this is the very essence of the concept emerging from scientific communism.

The debates of the third group concentrated on judging the methods and forms of preparation for the further education and for raising the qualifications of educational personnel in a mature socialist society. The participants also learned of the results of research in this field and were given information concerning the current stages in the work in the individual countries.

The fourth group dealt with the important question of the permanent education within the system of the life-long process of training and learning among the educational personnel. There was also discussion on the research in the field of permanent education in the various socialist countries, and it was agreed to regularly exchange experience and material about these problems.

The fifth group devoted its discussions to the problems of the teacher as an educator. This in itself is accompanied by a need to extend and deepen the function of the school. It became evident that the contemporary socialist school besides fulfilling a didactic function must also comply with that of upbringing and welfare, and has a function in the given social environment. Only in this way can the school be a fundamental factor of co-operation and integration of educational potency in the context of society as a whole.

Methodological problems of research in the teacher´s profession were considered in the sixth group, which devoted its attention to theoretical pedeutological research in the socialist countries. Here the topics were the educational policy of the Party, the problems of planning and prognostics in the sphere of education in the socialist countries, as well as the general prerequisites of methodological research, various methods and procedures in investigation.

The seventh group dealt with the tasks of the teacher in the initial stage of education and the upbringing of children in an advanced socialist society. It emphasized the tendency to introduce pre-school education in general, a fact taking a prominent place in the countries with a socialist system, the problems of small children, widely clarified in Marxist pedagogic theory, as well as the basic characteristics of the socialist system of education and upbringing and the educational policy of the socialist society. The theoretical reasoning, and confirmation in practice, of the maxim that the teacher's correct approach in the initial stage of upbringing and education is to a large extent decisive for the pupil's future successes or failures was discussed.

Characteristic for the work in the individual groups was a unanimity in the ideology, world outlook and methodological opinions and attitudes based on the principles of Marxist-Leninist philosophy. These discussions have been the source of stimulating thoughts, which may serve to a considerable extent as an impulse for the envisaged trend of investigations and search, for answers to our specific problems.

It was made quite clear that exceptional attention must be devoted to the increasingly important role of upbringing and education in a mature socialist society, and this not only by furthering more efficient and modern methods in school educational work, but also by improving the quality of the teacher and his personality. The results of the Conference will doubtlessly contribute to the common endeavour of educationlists in the socialist countries to continually strive for a more effectual process of education of the coming generation in a mature socialist society.

Jerzy Kuberski

THE INAUGURAL ADDRESS DELIVERED AT THE THIRD CONFERENCE OF EDUCATIONALISTS OF SOCIALIST COUNTRIES

Allow me to extend the most cordial welcome to you at this conference on behalf of the chiefs of our Ministry of Enlightenment and Education and also on behalf of the Ministers of Education from the socialist countries, who met a few days ago at the conference in Sophia, and pass on their wishes for your forthcoming negotiations to prosper.

I should like to emphasize the great interest expressed by the Ministers of Education from the socialist countries in the conference. Therefore I am here to convey to you their cordial greetings.

In most of the themes to be under discussion at this conference, due to open today, we find opinions expressed about the general role and importance of the teacher and educator in the process of training and educating youth. In the circumstances of advanced socialism the fundamentals and methods of didactic-educational work of teachers is subject to a continuous enrichment. The role of the teacher today is connected with the position it holds in a socialist society. This role is determined by basic documents adopted by all Communist and Workers' Parties in the socialist countries.

In considering the role of the teacher we can easily stipulate the factors composing this role. Hence the socialist educational system requires the investigation of problems concerning the teaching profession according to the appropriate perspective. If we are really to solve the tasks linked with this, we must find the time now to consider the transformation of the teacher's social function and take fitting measures both in the sphere of pedagogical research and in the teaching practice to implement the changes bound up with the needs of a fast progressing socialist society.

In recent years many steps have been taken in the Polish People's Republic, which have resulted in the strengthening and augmentation of the teacher's prestige, his training and ideological-political standard. I should like to stress that the key to the reform of the educational system at present under preparation was the elaboration of extremely extensive studies on the raising of teachers' qualifications. Basing our premise on the principles of socialist pedagogy, which establishes and will continue to establish a central place for the teacher in the educational process and attributes a leading role to him in this process, we have taken many steps aimed at raising the teachers' qualifications. As from 1973 we employ in Polish schools teachers with a complete university education. At the same time we have made it possible for an enormous number of teachers already engaged in teaching to take up extra-mural courses, so that about one half of the entire educational personnel has raised its qualifications. The universities have complied most willingly in tackling this matter conceived on a large scale. The state allocated great funds, supplementary correspondence courses were organized, the system of training in evening courses was supported by Radio and Television Teachers' University Courses. The programmes of the stations were adapted to this purpose, including pedagogical-social and ideological-political themes, which were skillfully combined with chapters on specialized subjects devised on a high standard.

In recent years we have also worked out an intensive and, it seems, an efficacious system of teachers´ further education. For teachers represent a group, whose profession has a specific character in that more than any other group they must persistently take part in further education. Studies on teachers´courses have been conceived as one of the stages of life-long education, that is why programming and the realization of further education of all groups of teachers, supervisors and the personnel engaged in directing the education system is so important.

Our system of teachers´ life-long education, founded on regular refresher courses of the teacher´s knowledge and skills and also on the training of teachers to approach the new tasks in our education system creatively, is dependent on various institutional forms and lies in a combination of guided self-education with lectures, as well as evening-class training assisted by radio and television broadcasts. Centres to aid teachers are continuously improving their work in this system, special manuals and text-books are being prepared for teachers, we have established a network of pedagogical libraries.

The structure of this system and its principles elaborated by the Institute for the Education of Teachers associated with the Ministry of Enlightenment and Education in collaboration with the universities is generally being implemented. I should like to emphasize that the system of teacher training constitutes joint work with the Union of Polish Teachers, which in Poland traditionally plays a significant role in creating conditions for raising teachers' qualifications.

We are also trying to provide more effective guidance to young teachers in the process of introducing them to the profession. This is certainly no small task considering that annually some ten to fifteen thousand graduates from higher education institutions take up posts in schools and educational establishments. Apart from the Party and Trade Union organizations a special role is played by visiting methodologists and the principals of schools in initiating the young teachers into the mysteries of actual teaching in that they help them in their day-to-day educational work and act as advisors and assistents.

Of exceptional importance in our conditions is the actual establishment of the system of directing and pedagogical supervision as a whole, especially in the period prior to the reform of the educational system. The correct dislocation of directing educational personnel, especially the authorities in institutions having immediate contact with teachers is extremely essential. That is why we have introduced a general self-education scheme for the directing cadres and have organized for them post-diploma studies in various groups according to their specialization and the character of their functions as educational directors. Really good direction of the teaching staff is salient just now when we are establishing rural primary school centres having a solid material gounding and well staffed, which are to form the basis of future Ten--Year-School in the country.

Further we have focused our attention on the first stage of tuition in schools. In the Centre of Polish Pedagogues and Headmasters a new conception for the training of teachers for the first grades was elaborated. As from the beginning of this year this conception is being implemented as a new university study course. We founded our conception on the principle that in the first to third grades and sometimes also in higher classes the teacher should be universally proficient and duely prepared to realize the educational and didactic aims.

While creating and strengthening the system of training, supplementary education and further education of teachers, we are also endeavouring to proceed with parallel research into the realization of our solutions by investigating the teaching profession as a whole. The pedeutological research is a vital component of the state research programme of the current Five-Year-Plan entitled "The Modernization of the Educational System in an Advanced Socialist Society". Practically all the institutions concerned with this type of scientific research and scientific-didactic centres in the country, connected with enlightenment and educational problems, are participating in this extensive research within the framework of this theme. Experienced teachers are also involved in this research. The results of this research are being introduced into the teaching practice, at first on an experimental scale, and after verification the experience gained is applied generally to the whole educational system.

The Warsaw Third Conference of Teachers from the Socialist Countries has a special mission conferred on it by our Party and its leadership headed by comrade Edward Gierk, in accordance with the resolutions adopted at the VIth and VIIth Party Congresses. We shall undertake decisive steps aimed at introducing general unified secondary Ten-Year-Schools in our country, beginning with the school year 1978/1979. We are then faced with the immediate task of ensuring a complete secondary school education to every Polish citizen. In coming to this decision we have based our premise on the fact that such a secondary school education will become imperative for the type of life and work to set in the near future. At the same time we were aware of the fact that a complete generalization of a secondary education is not only possible due to the knowledge gained by our socialist pedagogical sciences, but also thanks to the facilities afforded and successes achieved by our fraternal countries in this field, especially by the Communist Party of the Soviet Union, which adopted at its XXVth Congress a resolution to introduce complete secondary school education for all the nations of the first socialist state, and thus proved that the opinions of bourgeois scientists regarding so-called unsurmountable barriers making the realization of this historical resolve impossible are unfounded.

Our educational reform, which we are intensively preparing now, will carry great weight in further raising the prestige and importance of the teaching profession. The teacher in the general unified Ten-Year-School, the school for each and all, will solve far more complicated educational and didactic tasks than the teacher of the Basic Eight-Year-School. For the generalization of secondary school education to apply to the whole generation will require a far more consequential orientation towards the efficaciousness of pedagogical work than hitherto, it will need the harmonizing of far more complicated didactic and educational approaches and raising the effectiveness of the upbringing and education.

From this point of view too we are pleased that it is in our country, in Warsaw, on the eve of the introduction of the Polish educational reforms, that the assembly of distinguished teachers has been convened, who have taken upon themselves to discuss topics of fundamental significance for the realization of our goals.

The Third Conference of Teachers from the Socialist Countries is meeting in the year in which we are marking the sixtieth anniversary of the Great October Socialist Revolution. This fact leads us to contemplate the subject of our discussions more profoundly. For actually it was the October Revolution that ushered in the socialist epoch, and today sixty years after its triumph we have reached the stage of building-up an advanced socialist society and are considering the problems of forming the personality of the young generation and the role the teacher is to play in the socialist school.

There is a historical bond between the October Revolution and the theme of our discussions. Everything that has ensued from the October Revolution, in the practice of Soviet education and that of our countries, has proved to the full that the Marxist-Leninist conception of the model of the teacher as a central figure in the teaching process remains and will remain a corner stone of our system. To our way of thinking the bourgeois opinions limiting the teacher´s role and the school are condemned to failure. From this we must also draw the conclusion that the problems of the Third Conference of Teachers from the Socialist Countries is of exceptional ideological importance. The school constitutes a basic link on the ideological front. The teacher is the axis that serves to support the generalized opinions of our ideology in the process of instruction and education.

We are deeply convinced that the results of the discussions at the Third Conference of Teachers from the Socialist Countries and the exchange of experience in the course of this conference will contribute to improving our work, for we are also conscious of mistakes and shortcomings. We should like to utilize the experience gained at this conference for their removal. We all have the same concern for every teacher to manage ever more effectively to form the specific features of the young generation in the spirit of the ideals of socialism.

Finally, on behalf of the heads of our department, the Union of Polish Teachers, and the Union of Polish Children /Pioneers/ and all who have collaborated in organizing this conference, and especially the Polish teachers we wish you every success in your work and express our sincere gratitude for the fruitful results the conference will bear.

Mikhail I. Kondakov

MARX-LENINISM ON THE TASK OF SCHOOLS AND TEACHERS IN BUILDING-UP COMMUNISM

Marx´and Engels´teachings on education represent an inseperable component of scientific communism. In a number of works the founders of Marxism state that in a communist society education will become one of the most important means of forming integrated man.

Marx and Engels revealed the most significant laws governing education: it is subject to social conditions, closely linked to material production, it has a historical character and a class meaning.

Referring to an immense quantity of documentary material, Marx in his Capital and Engels in his Condition of the Working Class in England pointed out the faults in education and clarified the deep conflicts existing in a class society. By confirming the dependence of education on concrete social conditions Marx and Engels proved that in the conditions of a class society education constitutes an instrument of oppression of the workers and that only thanks to a proletarian revolution can the prerequisites for the spiritual development of the broad masses arise at last.

The fundamental demands of the proletariat in the sphere of upbringing and education were formulated in the Communist Manifesto /1848/ - state and free instruction for all children, the abolition of children´s work in the factories, the close link between education and material production. The first time educational reforms were enacted according to the proletarian programme was at the time of the Paris Commune, when the schools were seized from the grasp of the Church and an extensive network of institutions to educate the broad masses was organized.

The brief experience of the Paris Commune, the entire history of the proletariat´s liberation struggle, the process of building-up socialism all give a convincing proof of the historical laws laid down by the classics of Marxism. Marx and Lenin proved that the most class-conscious section of the workers fully comprehend that the future of the working class as a whole depends on the education of the up-and-coming generation. Upbringing and education must needs verge towards an enrichment of man´s spiritual and moral values, towards the social constitution of the personality, to the reproduction of the labour force.

In the Instructions to the Delegates of the Interim Central Council about Special Tasks, Marx wrote: "By education we understand three things:

firstly, mental education,

secondly, physical training,

thirdly, technical education giving instruction in all the basic principles of the production process and at the same time culivating in children and youth skills enabling them to handle the simplest production tools".

The authors of scientific communism included in the contents of mental education the whole process of the spiritual forming of the personality, by which they had in mind mental, moral and aesthetic education. They proved that the universal development of man is realized only in a socialist society, where the planned evolvement of creative powers achieves unprecedented heights. It is in the conditions of socialism that an entirely new educational system of the younger generation is appearing.

In characterizing the role and significance of such a system F. Engels stressed that education provides young people with the possibility of acquiring a speedy practical command of the whole production system and gives them the opportunity of a transition from one branch to another according to the society's needs or according to their personal inclinations. The universal development of man, which above all will breed the unfolding of his abilities and talents, will eventually liberate him from the one-sidedness forced upon him by the division of labour.

The idea of the universal development of the personality is closely connected with the principle of combining learning with work in production and the principle of polytechnical education. Marx viewed the combination of work with learning not only as a method of elevating social production, but also as a means of "producing universally developed people". Polytechnization according to his teachings means instructing youth to know the fundamental principles of all productive processes and to have a command of the skills required in using the simplest instruments and tools in all fields of production.

The content essence of the development of thoughts was regarded by Marx and Engels to mean a command of actual scientific knowledge. The criticism of Dühring´s ideas on the future of schools emerges from this, and Engels emphasized the need for systematic learning. Marx and Engels in devising the programme of popular education for their era outlined the basic features of the education of the future:

- The society organized according to the principles of communism will enable its members to make full use of their all-sided developed abilities in many directions ...

- Instead of the old bourgeois society with its class conflicts a society will come into being, in which the free development of the individual is a condition for the free development of others ...

- In a socialist society work and education will be closely connected, and thus the young generation will have firmly implanted a universal political education and a practical grounding in all sciences.

- The combination of instruction with practical work in production will not only serve as a means of raising social production, but also be one of the ways of forming integrated people.

Marx´ and Engels´ pedagogical ideas were elaborated upon by V. I. Lenin in his works based on new historical circumstances. V. I. Lenin´s teachings concerning a communist education represents a component of Lenin´s theory on the socialist revolution. Long before the October Revolution Lenin pointed out that the social relations of a class society reflect the class character of education and schools. In a bourgeois society the school is an instrument of class rule and its aim is to provide the capitalists with obliging servants and prudent workers. The fight against the reactionary policy of the Czarist system was explained by Lenin - as far as education was concerned - as an inseperable part of the general political struggle of the working class. One of the vital links of Lenin´s plan for building-up socialism was the cultural revolution, which the Communist Party and the Soviet system began to implement immediately after October 1917. The essence of Lenin´s opinions regarding the cultural revolution is the maxim to make science and culture available to the millions, so that the production can be organized on the basis of socialist principles.

In his January speech in 1917 at the IIIrd All-Russian Congress of Soviets Lenin said: "Hitherto the human mind created to provide technology and culture for the benefit of some, while depriving others of the most vital needs - education and progress. Now all the miracles of technology, all the endowments of culture will be the property of the nation as a whole and never again will the human mind and spirit be transformed into the instruments of despotism and exploitation".1/

Stressing the class character of schools V. Lenin confirmed on broad lines that: "Our task in the field of education is in particular a struggle to destroy the bourgeoisie; we declare openly that the school independent of life, independent of politics is a lie and hypocrisy".2/ This approach first contrived and formulated by Lenin concerning the close ties between the school and politics has been and will remain the guiding principle in making theoretical and practical decisions to fulfil the tasks of building-up the educational system in our country.

In the course of the work on the draft programme of our Party, which was adopted in 1918, Lenin particularly drew attention to, and explained the role and tasks of, the school in building a communist society, in educating a generation capable of implementing such changes.

Finally the following points of the programme were agreed upon and adopted:

- To complete a thorough reconstruction of the education system so that it ceases to be an instrument of bourgeois rule, but an instrument for abolishing that rule and eradicating completely the division of society into classes;

-In the period of the dictatorship of the proletariat the school is in duty bound not only to disseminate the general principles of communism, but to be the spokeman and interpreter of the ideological and organizational influence of the proletariat to be exerted on the semi-proletariat and non-proletariat strata of the working people, bearing in mind the education of a generation capable of accomplishing communism definitely. The programme presumes the introduction of free, general and polytechnical instruction for children of both sexes up to the age of seventeen, the complete implementation of the principles of unified schools with tuition in the mother tongue, further the unmitigated assertion of a secular education, free admittance to all who desire and especially to workers to higher institutions of education.

Elsewhere Lenin declared" "We must utilize the entire apparatus of power for communists to direct the universities, out-of-school instruction and practical training for the proletariat, for the workers, for the working people".[3/]

Lenin made the most extensive statement on the tasks of the communist education of youth in his well known speech delivered at the Third Congress of the Komsomol. In this historical address he convincingly demonstrated how to learn, what to learn, how to bring up politically conscious and active bulders of communism. It is the school´s duty not only to convey knowledge to the pupils, but also to guide the youth to be capable of independently forming communist opinions and attitudes.

The ideological-political problems of the education of people, the tasks of bringing up a new man - a useful builder of a communist society - have always been the focus of attention of the Communist Party and the Soviet State. In the speeches made at XXVth Congress of the Soviet Communist Party the theory of communist education was further developed and enhanced with further important views transpiring from the experience and work of the Party in the conditions of advanced socialism. "The maxim for the need for a comprehensive approach to the organization of the entire field of education, this means the strengthening of the close-knit ideological-political unity, physical and moral training with a view to the characteristics of various groups of people, is of far reaching importance".[4/]

In the Congress discussion it was stated that the substantial improvement in the material position of the Soviet people must continuously be accompanied by the raising of the ideological-moral and cultural standard of the people, and this as an antidote against a possible decline to a petty bourgeois psychology. "A communist education", L. Brezhnev stressed, "presumes a continuous improvement on the educational system and specialized training. This is of exceptional importance now, in the conditions of the scientific-technical revolution".5/

The tenth Five-Year-Plan of the Soviet Union will go down in history as the five-year-plan of general education at secondary school level. At the same time it is estimated that there will be an upward trend in the quality of instruction and the efficaciousness of the educational work as a whole. Emphasizing the vital need for a further improvement of the educational system, L. Brezhnev noted: "In a situation, when the volume of man's necessary knowledge is sharply and speedily growing, we can no longer consider the command of a certain set of facts as the main task. Important is the instilling of the habit to penetrate independently into a scientific way of thinking, to orientate oneself in the fast flow of scientific and political information".6/

The centre of the didactic-scientific process is the teacher. Success in the operation of a communist education depends to a considerable extent on his skill, proficiency and ability to be convincing.

In a letter to the students of the Party School on the Isle of Capri in 1909 Lenin remarked that the staff of lecturers on the whole determine the ideological-political orientation of the explanations. All the "checks", all the "directing", all the "programmes", "directives" and so on, all these are empty words in comparison with the composition of the lecturers".7/

As from the first days of the existence of the Soviet government Lenin and the Communist Party launched out on a campaign to engage teachers bound up with the people to build new schools. At the First All-Russian Congress of Teachers-Internationalists held in June 1918, Lenin said: "The army of teachers must take into their hands a gigantic task, and above all they must become the chief army of the socialist school ... The task of the new pedagogy is to combine the influence of the teacher with the socialist organization of society".8/

Credit is due to V. I. Lenin for strengthening the teacher´s authority, for improving the material position of teachers, for haveng regard for their mental advance and all-sided training, for their really high prestige. "The popular teacher", he said, "must reach such a standard in our country as he would not and could not achieve in a bourgeois society.9/

In the first years of the Soviet government the Party concentrated all its efforts on educating and instructing the broad masses to break their old customs and habits left over as a legacy from the Czarist system. Lenin stressed the vital need "... to train a new army of teachers, who have close ties to the Party, are bound to its idea, are imbued with its spirit, who must attract the working people and instill them with the spirit of communism".10/

At all stages of the building of socialism the Party has continuously cared for the education of teacher cadres, the active fighters for the victory of the ideas of great Lenin. The following figures confirm the immense growth of the army of teachers: In the years 1914/15 280,000 teachers were employed at schools, in 1975/76, however, there were over 2,8 million teachers in the Soviet Union. There has also been a considerable increase in their education. Now 82,5 % of the teachers of the 4th to 10th/11th grade are university graduates. Every fifth teacher working in the first to third grades has also had university training. The training of educational personnel is carried out by 201 pedagogical institutes, 64 universities and 408 pedagogical schools in the country.

The creation of a pedagogical army represents one of the greatest successes of the Communist Party and the Soviet State. In the conditions of the building-up of communism the social function of the school and the social-political importance of the teacher has grown.

Only in the conditions of socialism, when social inequalities have been removed - as Marx, Engels and Lenin maintained - actual conditions for the free development of each man enabling his abilities to flourish have come into being. Based on the experience of building-up socialism in the Soviet Union Lenin wrote that the communist society will gradually come to the point when "the division of labour among people will be removed, when there will be education and instruction of universally developed and educated people capable of undertaking any task".[11/]

Marx´, Engels´ and Lenin´s remarks on the integrated development of the personality are exceptionally topical today. The programme of the Communist Party of the Soviet Union stipulates the education of a new man "harmoniously combining a richness of spirit, moral cleanliness and physical perfection".[12/] The successes in the sphere of education in our state have found full expression in the draft of the Constitution of the Soviet Union adopted at the May plenary session of the Central Committee of the Communist Party of the Soviet Union in 1977.

In the conditions of the scientific-technical revolution and the sharp social advance, the work of the teacher is becoming ever more similar to scientific work. In connection with the change in the content of instruction the demands put upon the teacher are increasing. It is his duty to follow progress in science, processes taking place in social life and changes being brought about throughout the world.

The reconstruction of the contents of instruction has called for a need to have a command of a more effective methodology of the educational process. This is impossible to achieve without a thorough study of works concerned with new results of the pedagogical sciences, without a consistent expansion of methodology and new pedagogical experience.

Problems of the application of technical means and electronic computer techniques in teaching, the organization of the students´ independent work, the searching for optimal forms and methods of developing their abilities to learn have now become topical. All this provides the teacher´s activities with a new and deep content. The enormous importance given to the teacher in a socialist society requires of him unending work, lying in the raising of his ideological-theoretical standard and a further improvement of his pedagogical proficiency. His whole life and work must set an example to his pupils and to their parents. The progressive pedagogical practice and the development of the socialist educational system demands a raising of the level of scientific-pedagogical training for teachers and a further improvement of their pedagogical performance. Today the training of the pedagogue as an educator in the true sense is coming to the fore; he must be a man cultivating high civic values and moral qualities among the up-and-coming generation.

In this connection immense ground is being gained by the system of raising teachers´ qualifications, by the organization of work in the sphere of self-education and by a thorough knowledge of psychological and pedagogical tasks.

In organizing the work to comply with these tasks we must realize that the educator in a socialist society stands in the front line of the ideological struggle. The success in realizing a patriotic and internationalist education, in the formation of active life attitudes among our pupils depends on the teacher´s knowledge, ideological-theoretical training and his performance.

According to our conception the teacher is not merely the interpreter of one or another subject. As a teacher he is also a medium and a convincing agitator for the ideas of communism, an active factor both socially and politically.

The Party and the people hold the teacher in high esteem and are concerned about him. A recognition of the great social significance the teacher´s work has for the Soviet people was shown by the fact that some 300 thousand teachers have been awarded orders and medals. The title Hero of Socialist Work has been awarded to the seventy best teachers.

In the conditions of advanced socialism the role of school for general education in realizing Lenin´s teachings is continuously growing. The Soviet teacher instills into the minds and spirits of the youth the great international richness of Lenin´s ideas, they convey deep and pure knowledge, they cultivate in the pupils the art of having an independent command of the Marxist-Leninist theory of revolution, they prepare brave fighters for combatting against alien ideologies and morals.

In his address to the All-Union Congress of Teachers in 1968, the Secretary General of the Central Committee of the Soviet Communist Party, L. Brezhnev said: "We value highly, comrades, the heroic deeds of those who defended the achievements of October on the battle field, who have raised from the ruins an economy destroyed by war, who have created our economic power, who have conquered the fortresses of science and subjugated the universe.

The work of the teacher ranks among this line of splendid deeds, it is modest work, but it requires continuous tense concentration, wise patience and an enormous amount of love - a love for children, a love for people and a love of the work.

I thank the Soviet teachers for their work on behalf of our Party and all the Soviet people".

References:

1/ V. I. Lenin, Collected Works, 5th edition, Moscow 1962; vol. 35, p. 289

2/ V. I. Lenin, Collected Works, vol. 37, p. 77.

3/ V. I. Lenin, Collected Works, vol. 40, p. 253.

4/ Reports from XXVth Congress of the Soviet Communist Party, "Politizdat" 1976; p. 74.

5/ ibid, p. 77.

6/ ibid, p. 77.

8/ V. I. Lenin, Collected Works, vol. 47, p. 194.

9/ V. I. Lenin, Collected Works, vol. 45, p. 365.

10/ V. I. Lenin, Collected Works, vol. 41, p. 403.

11/ V. I. Lenin, Collected Works, vol. 41, p. 33.

12/ The Programme of the Communist Party of the Soviet Union, 1971, p. 121.

Jerzy Wołczyk

THE ROLE OF THE TEACHER IN FORMING A SOCIALIST SET OF VALUES IN SCHOOL AND IN THE SOCIAL ENVIRONMENT OF CHILDREN AND YOUTH

The Third Conference of Teachers from the Socialist Countries will deal with the scientific and socially significant problem of the role of the teacher in the formation of a socialist personality in children and youth as the result of long-term theoretical work evolved in our countries, as well as extensive practical experience.

Undoubtedly the results of our discussions will have an influence on the further development of pedeutology, i. e. the science of the teacher, both in our countries and in the scientific centres in other countries, where there is an endeavour to promote an advance in social progress and to utilize the theoretical headway made by the countries of the socialist community.

The teacher´s profession as a subject of scientific research is arousing ever greater interest in the world today. Much space and energy is being devoted to these problems by researchers associated in scientific-research institutes of the Academy of Pedagogical Sciences in the USSR, as well as in the Pedagogical Centres of many socialist countries. In recent years UNESCO and also countries elsewhere in the world, in particular the developing countries, have expressed a growing interest in pedeutological problems.

The consistently age-long proclaimed Marxist pedagogues´ maxim to the effect that the results of formative teaching and education, and also the correct procedure of this process depends above all on the teacher-pupil-family correlation is beginning to gain recognition throughout the world. Professor M. I. Kondakov[1/] in his lecture on the theme Marx-Leninism on the Task of Schools and Teachers in Building-up Communism stresses that already the founders of scientific communism set forth the fundamental principles and goals of a communist education, they placed exceptional emphasis on the integrated development of the personality, and these pedagogical ideas put forward by Marx and Engels were then elaborated on in a creative way in Lenin´s works. The creator of the Soviet State reiterated many times that the school and teacher in the system of communist education represents the component on which the profile of the generation as a whole capable of bringing to life the ideas of communism depends.

The social role of the school and the teacher is being increasingly recognized among a wide circle of educators and educationalists in the West, who have come to this conclusion after the failure of various teachings that tried to limit or find a substitute for the guiding role of the teacher. Above all this must be the explanation for the rising interest of many scientific centres in the world in pedeutological problems and in the theoretical novelties in this sphere coming from the socialist countries.

In the Polish People´s Republic the role and position of the teacher in the educational system and the need to enhance the prestige of this profession became a subject of interest for Party and government leaders at the VIth Congress of the Polish United Workers´ Party. As a result of the attention paid by the Party it was possible to devise a modern, goal-conscious and with-an-eye-to-the-future Draft of the Rights and Duties of the Teacher conceived as a law, solve the essential problems of the teaching profession and determine the path leading to the strengthening of this profession´s role in society.

As a results of the new strategy in the social-economic development of the country, mapped out by the Party, the investigations into the teaching profession are also proceeding on an extensive scale. The research consists in the collection of knowledge about today´s teacher, and no doubt the further systematic processing of the data will contribute to the advancement of pedeutology as a scientific auxiliary discipline.

It is for the first time in the history of the Polish state that the Institute for the Further Education of Teachers associated with the Ministry of Enlightenment and Education has promoted the teacher´s profession on such a broad scale.

The main aim of these investigations lies in an elaboration of a model of a pedagogical cadre, whose characteristic feature is high ideological commitment and deep knowledge; it lies in learning about and contriving the mechanism enabling the implementation of this model in the conditions of a reformed educational system, placing qualitively higher demands on the field of education and formative teaching in schools, and also on the preparations for the extension and spreading of a life-long education.

The main emphasis in the research programme is placed on achieving a solution of the projects. These are concerned with fundamental problems, especially the methods of planning the future demand for teachers and supervisors, the principles of the criteria employed in selecting student teachers for the profession, the conditions to which the educational system and the professional further education of teachers, the principle of the teacher's life-long education, and so on, must correspond.

The whole complex of the solutions must serve as an aid in seeking answers to fundamental questions. This includes the role of the teacher as an active educator disseminating in the sum total of his activities a social system of values.

This constitutes a key problem in investigating the teaching profession, if we want to prepare and train ideologically dedicated teachers, actively collaborating and having an influence on the development of the socialist awareness and behaviour of children and youth. At the same time it constitutes directives for all the investigators working on subsidiary problems. One must approach each of these problems by questioning whether the manner of the proposed solution is suitable for achieving the highest value, which undoubtedly represents the ideologically dedicated teacher, who is a party to building-up socialism.

These problems should be solved while taking into consideration the mutual connections and the changes taking place in a society and in the educational system as a whole.

In the present ideological formative education of youth, we must confer a great role on the school and the pedagogical sciences, which provide the school with certain principles and solutions making possible the correct functioning of the educational and didactic system. The correct functioning of the school should be understood to mean above all the sum total of its activities aimed at bringing the educational ideals to life.

Looking back at the time that has elapsed since the VIIth plenary session of the Central Committee of the Polish United Workers´ Party, at which the ideal of a socialist man and the aim of his education was formulated, we may note considerable progress both in the development of pedagogical axiology, and in practical school life, especially in the sphere of the pedagogical effect on children and youth. Since we have stressed the importance and role of the school as well as the pedagogical sciences,then we must above all answer the question: what should the role of the school in ideological formative teaching be based on? I believe that the school´s share in the ideological formative teaching can and must lie in a constructive realization of the ideal and aim of a socialist education.

Our socialist educational ideals are extensive and run counter to bourgeois theories on education, limiting the ideal according to the technocrats of today. Our ideal of a socialist education is orientated towards an integrated man prepared in an optimal manner for life in an advanced socialist society. Therefore it is the task of science and education to provide the necessary prerequisites for the educational activities aimed in this direction. Both the school and the pedagogical sciences have achieved significant successes in this respect. Our socialist ideal of education, and similarly the practical teaching directed towards its implementation undoubtedly confirms that the socialist society, its pedagogical considerations and our school facilities far exceed in merit to those of countries with a different social system. Of course we are not entirely satisfied, we want to make fast progress, we should like to establish an educational system on a standard complying to the demands of a mature socialist society. That is also why we need to reform the educational system, as is evident from the initiative expressed by the Polish United Workers' Party.

The formation of a socialist personality in the process of bringing up children and youth does not of course only take place in school, but also in various institutions having an equal and parallel educational function. We must realize that there is no education without knowledge, and that knowledge is an important component of every education. Knowledge and experience represent the most basic prerequisite for a socialist education. If this is the case, then the school can and must become a school cultivating thinking and an integrated influence, then the following conclusion emerges from this important assumption: the acquiring of knowledge and experience must possess a continuous character, it must take into account the characteristics of the object of our educational procedure, i. e. the characteristics of our young students. It is evident from this that the school and all institutions functioning educationally parallel to or on an equal basis as the school must demonstrate such an educational-didactic system, which would ensure this consistency in gaining knowledge and experience. The school must have the type of syllabuses that provide for the realization of the most important aspects in content, that enables the formation of a socialist consciousness, in other words knowledge in the field of the mother tongue, literature, history, basic knowledge about the policy of the Party and the state, and finally also knowledge about current affairs in the world.

If we refer to these principles then we do so above all because attention was focused on them by the recent Berlin IInd Congress of Teachers from the Socialist Countries. "Active educational work based on life as it is in practice, makes possible the creation of a situation providing youth with an opportunity of taking in active share in shaping social relationships. These social relationships concern groups of co-workers, in an academic environment, in social organizations, human relations in free-time activities and in the family. The social significance of the activities of the teachers from the socialist countries consists in creating optimal conditions for developing a socialist personality in all pupils and students", professor Neuner, President of the Academy of Pedagogical Sciences in the GDR, declared in Berlin.[2/]

Besides, as far as these precepts are concerned, there prevails absolute unity of opinion in the countries of the socialist community. Therefore I am the more resolute in my pronouncement of the maxim that these very principles should accompany us in our entire activity, both in that concentrating on the improvement of the present educational system, and also its reform. These precepts should also serve as guidelines in science and education. Admittedly only sometimes, nevertheless there have been attempts in some circles, under the guise of being modern, to refute these precepts and cultivate on our ground opinions casting doubt on these precepts by calling to their aid various pedagogical "discoveries" made in the West. Without any serious consequences we have happily survived in our country in the face of the type of theories that for a lengthier period predominated in the public opinion of the West, especially the kind of theory conceiving the school as a dying out institution of enlightenment; besides, this is a dubious theory above all because they offered no alternative solution to the daily ordinary round provided by the school.

Z. A. Malkovova writes, "In searching for a way out of the crisis capitalism at present is reverting to various means of reforming the educational system".[3/]
Within the framework of bourgeois pedagogy there have arisen many ideas and conceptions, which are trying to overcome the crisis situation. The authors have in common the fact that they admit grave shortcomings in the bourgeois schools. Their theoretical constructions, however, are very varied, full of

contradictions that mutually preclude each other ... There is a growing disagreement between the demands made on the training of workers and the standard of education actually achieved by children at school by and large ...". Among the various tendencies aimed at restoring a sound basis to schools in the capitalist countries proposals to abolish schools met with considerable response, and it is evident from this that the role of the teacher was to be minimalized. Trends also arose pointed against the humanitarian function of the teacher and his work, and this in the conception of substituting teaching machines for the teacher, or using so-called "school engineers" instead of teachers. Similarly there were suggestions unilaterally impoverishing the teacher´s function, that is to say that the teacher should be exclusively concerned with the emotional aspects in developing the personality of his charges. None of these conceptions can cause in any essential way the overcoming of the crisis phenomena in the educational systems of the capitalist countries, because the origin of the crisis must be sought in the social-economic structure of the capitalist state.

The teacher represents a decisive factor in moulding the opinions and attitudes of youth, and there is also no doubt about the fact that as from VIth Congress of the Party there will be a persistent elevation of the social role of the teachers´ profession. Nevertheless in the sphere of the education of teachers for formative teaching and ideological work there are many problems now ripe for a solution; a whole number of issues concerning these questions are closely connected with the operation of the universities.

That is why the system of training student teachers is becoming exceptionally important in forming the active attitudes of the teachers. The system must be dealt with by researchers, in particular from the point of view whether and to what extent it forms the above-mentioned ideological values.

The model of the future teacher will be determined from three points of view: the profession, work, personality. Therefore three paths of development will be desirable: knowledge /acquired erudition, way of thinking/, the system of values /binding for the society and approved by the supervisor/, and also aptitudes and practical skills /organizational aptitudes, the ability to utilize teachnical means etc./. The prerequisites for such a proposed model of a teacher should be devised above all with regard for the specific requirements of the school seen as a new type of educational environment.

The proposition meeting with ever wider consensus is for the role of the teacher in the sphere of conveying information to be curtailed in favour of an organized process whereby the pupils themselves are led to understand, to be aware of problems and to solve them. This will also mean that the teacher will now have to have a command of new skills, namely that of guiding the pupil´s process of independent learning, to teach them the skill of posing themselves questions and the techniques of solving them by using various sources of information.

One of the main tasks for accelerating the development of education, to enable it to be optimally connected with the life of the nation, is to appropriately equip the teachers and all the educational staff with the vital knowledge and skills. Usually all those dealing with educational problems draw attention to the need for teachers to have the desired standard of education. This must include:

1/ the appropriate theoretical training,

2/ a practical experience of the individual institutions and educational environments during the university study course training student teachers and other educational personnel for this work,

3/ the appropriate skills and habits thanks to which we gain a knowledge of, and organize, the educational environment.

By theoretical training is meant the achievement of the necessary standard of knowledge in pedagogy, psychology and sociology, as well as an insight into youth. In this procedure a certain amount of selection is required from the viewpoint of utilizing the acquired knowledge in the future vocation. The knowledge gained will enable a comprehension of how the educational environment and the mechanisms controlling the process of socialization and formative teaching are inter-dependent.

Extremely suitable in this connection are social pedagogy, sociology of education, special psychology and the psychology of education. The difficulty, however, in conveying knowledge about today's youth emerges from the fact that this subsidiary discipline is only in the making. There is a considerable amount of data on this subject, but the material has not yet been processed. Hence the need transpires and also the postulate to systemize what we know about present-day youth, as well as the need to take measures to intensify the process of creating this subsidiary subject. As long as this demand is not definitely complied with, there exists the prospect of a make-shift solution, for instance monographic lectures summing up reports of research into the youth of today.

There must be the vital knowledge as to how, and the ability to collaborate with the chief educational institutions, which must be formed both in the period of the professional training of the student teacher, as well as when he is actively serving in the profession. R. Wroczinski writes, "It may be maintained that it is the teacher's qualities as an active participant in out-of-school public life, its organizer, that will represent the most marked features of the model of the teacher of the future."

In the structure of the pedagogical education, independently of the subject the student teacher is specializing in, which today requires a deeper study, the following knowledge is necessary regarding:
a sociologically conditioned educational process, the diagnozing of the needs of the child, the pedagogy of leisure-time, as well as having a command of certain practical skills and habits enabling him to organize activities outside the classroom.

Adhering to the principle of the mutual effect of the teacher and pupil in school requires of the teacher a different approach to the pupils. Today´s and the presumed processes taking place among children and youth call for immense sensitivity towards their demands on the part of the teacher, for a friendly relationship and readiness to help in various difficult situations and the inner conflicts experienced. That is why there is no need for a moralizing teacher, but a need for a friend and a genuine advisor of the young.

Not always and not everone realizes that the teacher of the future is faced with new, qualitatively different tasks, far more complicated and entailing quite a different type of knowledge. This may be demonstrated by the example of the teacher´s work in unfolding the abilities of young people. For centuries opinions regarding the problem of abilities and talent were formed under the influence of biological determinism. To a certain extent this view leads to the shaping of the manner of practical education today. That section of the youth that has innate aptitudes is considered gifted, while decisive importance is ascribed to these aptitudes. Meanwhile, however, modern science has proved /and this is also confirmed by the research carried out by professor Szewczuk of Jagellong University/ that innate aptitudes do not have a determining character. Therefore of decisive importance for the development of abilities and aptitudes are educational and social processes. Thus then every child can evolve certain abilities and aptitudes. That is also why the school is responsible for what to undertake and how to proceed in order to achieve the development of aptitudes of all young people. This also represents a new task for the teacher. As yet they are not prepared for the realization of this task. Let us take another example: the results of research into the intellectual potential of our young people performed under the guidance of professor Szewczuk of Jagellong university in Cracow have brought to light, /we are concerned with the type of young people complying to the so-called developing norm/, that 95 % of the entire population under investigation is capable, from the point of view of its psychological and physiological potentials of completing the Basic Eight-Year school, and over 70 % of young people can finish secondary school with excellent or good marks. The matter is different in actual fact. So that the teacher of the future is faced with the question as to what must be done and how to set about turning these possibilities into real facts.

We have tried to show by these two examples that the new role of the teacher and the tasks awaiting solution are very complicated indeed, qualitatively different, and the contents and methods of future teacher training as well as a thorough penetration into the individual scientific disciplines will require judicious consideration. From this stand point it is also necessary to make a new evaluation of the subject and scope of such a science as pedeutology.

There is no need to prove further that many disciplines and subsidiary disciplines are required in investigating the teaching profession. To a considerable extent this is happening today.

Let us sum up the conclusions reached in this section of our treatise:

1. A characteristic present-day trend is the growing interest in the problems of the teaching profession from the theoretical and practical point of view. The problems of this profession are becoming the subject of scientific research work, while in our country the pedeutological research takes a place of honour in the national research programme.

2. The planned research of the teachers´ profession, the aim to solve fundamental problems in conjunction with groups of people concerned with various disciplines and subsidiary disciplines, which must needs guarantee that the results gained carry weight, must be considered as typical features.

3. Another distinctive feature of the research undertaken into the teachers´ profession is its inter-disciplinary and boundary subject character.

4. A peculiarity of the pedeutological research proceeding in Poland is its broad range of action representing an integral component of the national programme of research entitled "the Modernization of the Educational System in an Advanced Socialist Society".

5. The main aim of the scientific-research work was to define the presumed tasks of the teacher in the educational system and bring it into harmony with the system of the teachers´ further professional education. These projects must ensure the education and formative training of teachers, endowed with a high standard of knowledge and ideology, teachers equipped with appropriate skills enabling to fully implement in life

the task of the character building-up of the younger generation in an advanced socialist society.

The activities of the school and the teacher may be defined as a synthesis of two functions: that of conveying knowledge and ideological-moral maxims. The former means providing the up-and-coming generation with modern knowledge, experience and skill. "You can only become a communist", said Lenin, "if you enrich your memory with that immense stock of knowledge created by mankind".4/ The importance of the function of conveying knowledge in the conditions of the current scientific-technical revolution connected with the process of building-up a socialist society is gaining ever greater momentum, a new content and meaning. Today man is ever more frequently faced with the necessity to learn, to use his own independent discretion in selecting scientific information emitted from various sources. The latter function - is the forming among one´s charges the appropriate opinions, behaviour, attitudes and moral qualities. Both these functions are subject to the development of the integrated personality of the younger generation, their preparation for work and life in all the forms of a socialist organized society, their participation in the cultural life, their creative share in forming cultural values, the evolvement of individual aptitudes, interests and abilities.

The Polish teachers in the period of the building-up of socialism in our country are taking an active share in the sum total of economic, social and cultural changes. The highest hopes were set on the school and the teacher in transforming the ideological and political orientation of not only the up-

-and-coming generation, but of the society as a whole. We have regarded the school and the teacher to be the basic factor in enacting the changes in the sphere of social and cultural relationships. Since the existence of the Polish People´s Republic the teachers have not infrequently collaborated in realizing all the fundamentally important resolutions adopted by the Party and the government. They made a tangible contribution in carrying out agricultural reforms, again when it was necessary to do away with illiteracy, when it became vital to provide the teaching process and the education at schools with a scientific basis. These are but a few of the tasks having a very significant impact. The teacher not only satisfied the society´s need for enlightenment, but also developed them further, demonstrated the value of education for the material status of a human being, the value of education for man in view of his personal prospects as well as the development of society as a whole, he determined the relationships and ties existing between these prospects and man´s standard of education, his knowledge and skills. Admittedly the objective social development processes promoted this, but, as is common knowledge, the political consciousness of many social groups did not correspond to the developing social needs.

Today looking back on the many years of the building-up of socialism in perspective, on the advance of the system of socialist education, we are fully justified in claiming that it is the teacher more than anyone else who has been connected with the processes of social and cultural, ideological and world outlook changes, he bore the brunt of the difficult problems linked with strengthening popular power, implementing the programme in various branches and spheres, he moulded the processes of democratic, socialist changes.

In the conditions of advanced socialism, of the socialist society, combining in its system technical and social progress, the role of the school and teacher in forming a socialist personality is growing.

The teacher as a person and personality, his world outlook, professional ethics, his firmly embedded system of values, his education and specialized skills, and finally also his authority play a decisive role in the process of teaching and character building-up. "Progress in the sphere of education and formative teaching is to a decisive extent dependent on the teacher´s political consciousness, his standard of knowledge, his specialized and pedagogical skills", professor Gerhard Neuner stresses.5/

The prospects of a mature socialist society represents the possibility of a qualitatively new life, it raises the importance of the teacher´s work, his knowledge, skills and qualifications. It is this teacher´s activity touching above all on the forming of a child in the period when he is most susceptible, in the period when a young person´s life is crystalizing and settling, that in the final analysis decides on what kind of a person the future citizen will be.

We must consider as a decisive factor the inner identification of the teacher with the values he proclaims, which constitutes a basic condition for his professional activities.

And if we accept as an obvious demand and prerequisite that the teacher represents in realizing his tasks the Party and the government, the society, then he must have a sufficient command of their problems to effectively comply with the duties entrusted to him. The ideological conception of the social role of the teacher requires that there be a continuous dialogue on questions of world outlook, politics, ideology and ethics in this environment. This activity takes on exceptional importance and significance and its weightiness is bound to grow. In as much as before this field of political and ideological struggles and world outlook contests, with regard to programme and form, were more or less self-evident, open and easily understood; in as much today the conditions of this process are far more complicated and takes place in various spheres of life.

In the resolution adopted by the VIIth Congress of the Polish United Workers´ Party it is stressed that "the school must be a fundamental link of a unified socialist system of education and upbringing, forming ideological and intellectual values for young people and instilling them with the ability to act effectively".[6/] Here the opinion was expressed for the school, as one of the educational links, to be a basic element in co-ordinating the socialist educational system. Every element of this system, together with society as a whole, is exposed to transformations, especially with regard to the role of the teacher. The teacher in his educational function comes into contact with an ever larger number of groups of people, more or less connected with the school, with its character building-up work. These include youth organizations, foremen in enterprises, the heads of institutions providing work for young people, as well as officers and rank and file soldiers in the army - in brief everyone who in his professional capacity comes into contact with young people and has an influence over them. But the others too realize their educational assignments. Whenever there is talk of the need for collaboration with a respective institution and of people to collaborate with the school, for the need of a feeling of common partnership and common responsibility for the upbringing of the younger generation, there can be no doubt about it that the main task, nevertheless, falls to the lot of the teacher, the youth´s most natural educator. From this follows his great responsibility for the younger generation as a whole.

In the course of implementing his tasks the teacher acts as a person guiding and organizing the educational process and the process of upbringing in the school, as well as various forms of out-of-class and out-of-school activities, as a guardian looking after the children´s and youth´s everyday needs, as a social campaigner at school and in the locality he lives in, in its organizations and institutions. The teacher organizes the educational process of the pupils: he evaluates their results in their learning, he delimits moral norms and socially expedient behaviour, he explains negative phenomena, he has at his disposal means to correct the pupils´ behaviour, he represents a source of information about the world, he assesses information gained out of school;

he organizes the process of acquiring knowledge in the course of tuition, he sets the pupils homework and checks it; he creates conditions for developing the pupils´ interests outside school and out-of-class; he also takes various actions to establish an educational environment for his pupils. An unusually weighty action in this respect is the parents´ guidance to pedagogy. From the point of view of his vocational training, the teacher represents a person initiated in the comprehension of the child´s interests.

Article 3, section 1 of the Regulations on the rights and duties of teachers of 2nd April 1972, determines the basic assignments of the educator as follows: "Teachers and lecturers at universities in the Polish People´s Republic must educate their pupils and students in the spirit of socialism towards a socialist moral and socialist norms of human co-existence, towards a love of their native land, of peace, social justice and fraternal feelings towards the workers of all countries; they must instill in them an affection and honour for work, a sence of social responsibility and for discipline, provide them with a thorough grounding in general and specialized knowledge, tend to an allround development of their abilities, arouse in them an interest to think independently, form in them attitudes promoting active and creative participation in the development of the economy, culture and social life".

If the aim of character forming, education and welfare is to be fulfilled, then there is a corresponding need for specialized training. The teacher must therefore possess sufficient specialized knowledge, he must have a command of modern procedures in conveying this knowledge, he must have an understanding of the child and its psychological-physiological development, he must be acquainted with the children´s family environment and other factors that condition the child´s progress in school; the teacher must demonstrate a high standard of dedication to public affairs in school and in the locality, so that he can work towards changing the social conditions of the child´s environment to be in harmony with educational needs. He must also be endowed with a love for children, with tact and erudition. If the teacher is to work really effectively and actually perform a guiding role in the educational process, he must be capable of regarding his own work critically, continuously to evacuate it from the viewpoint of improving his own preparation and personality.

The teacher should be aware of the factors on which his guiding role depends, what is the essence, the field and strength of his influence on the pupil, he must know his psyche and be discerning in penetrating into the mind of the child, finally he must be able to analyse his own experience. One of the fundamental factors determining the role of the teacher in the educational process is that his personality itself represents a factor determining the pedagogical work. Although it is still impossible today to agree with the opinion concerning the exceptional dependence of the pupil´s views and attitude formation on the teacher, for in connection with the rich means of information, with the popularization of various patterns and cultural values, the teacher is one of the numerous factors influencing the child, nevertheless the teacher´s personality is one of the decisive factors.

In considering the guiding role of the teacher in the educational process /both in viewing the tasks, spheres and character of the activities, and in viewing the teacher´s personality as an influence on the pupil/ we may claim that this role is usually of decisive importance in tuition and in character building-up. Naturally, in the course of the changes taking place in the structure of the educational system, in the contents of the instruction and upbringing and in the methods of work, this role is continuously undergoing transformations and modifications. It is necessary to view this role not only in the light of the teacher as a personality fulfilling certain tasks in conveying learning and bringing up the pupils, but also in connection with the whole pedagogical personnel, its organization and principles.

A basic question for pedagogical qualifications is a thorough command of that field of knowledge which is the subject of school instruction. Teaching represents an important set of activities for the teacher. Above all the teacher prepares himself to carry them out in various forms of further education and self-education while practicing his profession. Consistent studying, regardless of his standard of school education, requires a thorough command of the given field of science, its structure, a knowledge of new discoveries and scientific trends. The teacher, whatever grades he teaches, is faced with the need to select certain sets of information in order to be in a position to convey it during his school instruction, which is only possible if he himself is sufficiently prepared to be able to consider the information passed on to the pupils as a component of the broader structure of the given field.

A basic element of the teacher´s qualification constitutes his pedagogical training, understood to mean his command of knowledge and skills providing for an effective organization of the process of education and upbringing, and enabling him to fulfil his welfare commitments. In this sphere of school activity fast changes are taking place as far as the teacher is concerned. As a result of the present civilization process the actual educational and character forming process is becoming more complicated. At the same time pedagogical and auxiliary pedagogical sciences are experiencing speedy progress.

From the point of view of the teacher, his knowledge would be incomplete if he confined himself to the subject of his qualification, or relied only on his knowledge and pedagogical skills without having an insight into social spheres enabling him to view the educational process as being dependent on a broader social and cultural background, enabling him to combine the concrete tasks of instruction with current general cultural problems, with science, economics and the social and political aspects of life. In this way the work becomes more meaningful and is of a more marked social importance. This opens up the opportunity for the teacher to have a command of such social science fields as economy, sociology, philosophy and also to be closely in touch with what is worthwhile in culture. As yet, however, there is a considerable discrepancy between the needs and demands in this field and the actual state of affairs. We must have a look at this sphere of the contents of teacher´s qualifications from at least two viewpoints: from the point of view of the influence of a profounder realization of educational tasks, and also from the point of view of the influence in shaping the behaviour and attitudes of the teacher, especially from the very important angle of his political opinions. Although here one must realize that it is in this sphere of social sciences that continuous study as well as intellectual perception is required.

The innermost meaning of the teacher´s commited ideology is above all demonstrated by his bringing to life ideological and ethic values. It is the socialist ideology that provides a conception for this society, sets forth educational ideals, enables the evaluation of social and pedagogical phenomena, represents a basis for programming pedagogical procedures and thus also the designing of goals and their realization.

In the present conditions, following the political victory of the working class and the establishment of a new educational system, the postulate regarding a change in the ideological orientation of teachers is becoming imperative in the political and educational programme. Characteristic is V.I. Lenin´s attitude regarding the teacher´s political consciousness. Lenin considered the opinions and behaviour, the ideological-political commitment as a prime element of the teacher´s personality, as a basic condition for the teacher to comply with his social and vocational mission.

It is necessary to stress in this context the importance of the teacher´s professional ethics. It is with the teacher´s profession in particular, which is based on an old tradition, has its models, norms and ethical values, which currently is exerting ever greater influence on social progress and people´s individual fates, that unusually high demands in the sphere of ethics are connected.

The process of education and upbringing is taking place as a teacher-pupil interaction. The results in the sphere of moulding the behaviour, attitudes and opinions of the pupil depend to a considerable extent on the ethical values the teacher supplies, for the personality of the teacher himself represents an educational influence in the process of instruction.

The teacher´s deeds, the evaluation of what is moral and what is immoral, cannot be merely left to intuition, here the developing sciences on education, the cognition of the child, the processes and mechanisms of his evolvement, come to our aid. This scientific knowledge should serve the teacher in answering questions as to whether a given solution, whether his behaviour towards the child is educational or not, whether it correctly forms his moral profile. Here we cannot make do with such general norms as being good-natured, having a strong sense of justice and honour in relation to the pupils and in dealing with them. It is more difficult to solve specific problems. In educational practice it is extremely hard to estimate the ties between the aim and the means and methods in connection with the complicated circumstances of the educational situation. Naturally, there remains the binding directive that not only the educational goal, but the means and methods of its realization should have a moral value.

Another set of ethical problems is connected with the important pedagogical directive postulating harmony between the teacher´s convictions and deeds. The teacher´s behaviour has a strong effect on his charges and has an essential influence on their development. The directive regarding the harmony between the teacher´s thoughts and behaviour has always been regarded by the profession as a matter of course, although it does happen that individual teachers represent opinions and convictions contradicting those they are supposed to promote in their professional capacity. As a result of these discrepancies conflicting situations and complicated moral problems arise.

These components of pedagogical qualifications hould form a unified, innerly tight-knit system of values, knowledge, skills enabling the effective realization of education-didactic tasks in schools. It is not only important what the teacher is, but what he is striving for, what ideals he is guided by in his work and in his life. The teacher has a command of this qualification and improves on it in the course of the process of his student teacher training preparing him for his future vocation and in the beginning of his actual professional career.

In recent years serious measures have been taken in our country concerning the education and specialized further education of teachers. We have a situation ahead of us when only teachers with a university training will be employed in our educational system. The teacher-beginner today may boast of a complete university education. The programme for the further education of teachers to improve their qualifications now under way for four years presumes that in the beginning of the eighties some 150 thousand teachers will expand their education to reach the standard of a complete university education. Also a system of specialized scientific-didactice centres has been established throughout the country, which are directed by the Institute for the Further Education of Teachers, whose task lies in ensuring a high level of education among those involved in practical teaching. Extensive forms of self-education are being evolved for teachers to study while employed.

There is no talk here of prognoses. The achieved results allow us to make claims.

We may observe in the sequence of the last four years a favourable process of changes that has taken place in the education of teachers. Among full-time teachers those with a university education has risen from 17,2 % to 28,65 %, at the same time the percentage of teachers who have graduated from Teachers´ Institutes has decreased from 55,8 % to 48,3 %, as well as those from secondary pedagogical schools from 25,6 % to 20,1 %. We must recognize that the structure of the educational system will continuously change, for the number of teachers attaining a university education is on the increase and is growing as many thousand strong groups of teachers already employed are completing their university training, and as the Teachers´ Institutes are definitely being abolished.

A similar improvement can be noted in the index figures concerning teachers with university education at the various types of schools and institutions. On the whole then the percentage of university trained teachers at schools has increased from 0,7 to 3,6 %, at Eight-Year Schools from 5,9 to 15,2 %, at general secondary schools from 85,4 to 88,3 %, at secondary vocational apprentice centres from 30,3 to 44,6 %; however, there has been a slight reduction at technical and secondary vocational schools from 78,8 to 75,8 % in favour of a growth in the number part-time teachers.

The fact that the number of teachers with a university training employed at country Eight-Year Schools has doubled is worthy of particular attention, for in 1975 there were 12,3 % university educated teachers in this category representing 4 % of the total number of teachers in the country /in 1973 it was 2 %/.

In summarizing these considerations we must note:

The teacher plays a leading role in the process of forming a socialist system of values. In educating youth he must point out new aims and new problems submitted to the entire nation by the Party, for whose realization it is worthwhile and necessary to fight.

It is the highest duty of every Polish citizen to devote all his creative powers to realizing the ideals of socialism, which is the aim of the People´s state, which as the organizer of the common endeavour to build socialism is guided by the prosperity of the people and represents its historic interests.

The personality of the young builders of socialism is manifested in a combining of an inner understanding of the interests, attempts and goals of the people with a decidedly committed attitude for the cause of progress, freedom, peace and socialism in today´s world, in a blending of pride and national honour with a consistent fulfilment of international duties.

The future, prosperity and security of Poland is dependent on unity and co-operation with the Soviet Union and the other socialist countries, with all the progressive forces, with the freedom-loving and peace-loving people throughout the world. We are one of them. We have no interests whose realization might be at the expense of other nations. All our goals are identical with the endeavours of the international forces of socialism, of all progressive mankind.

Our Party keeps watch over and strengthens the unity and friendship with the Soviet Union. This emerges from the common class, national and state interests of the two countries, it is an expression of an unshatterable ideological alliance, which is supported by a speedy growth of a whole set of concrete proofs of everyday collaboration. The Party considers the relationship to the Soviet Union as the chief criterion of internationalism.

A feature of the socialist system is a sense of mutual affinity where a common fate is at stake, as well as a common interest in the development and flourishing of the entire society´s prosperity. The efficacious and planned direction as well as skilfully united endeavours of personalities is providing a growing social benefit, is creating ever improved conditions for individual development.

A factor exclusively typical for the socialist ideal of man, something attractive and modern, is the active share of the individual in the socialist changes in the country, as well as the social motive and interest. This ideal is based on the assumption that social conditions determine the fate and happiness of the individual. At the same time it makes society dependent on the activeness and committed involvement of the individual in that it considers the participation in the transformation of the reality as a moral duty and simultaneously as the most important source of a sense of meaning and values for human existence. Unswerving agreement with socialism is also founded on a socialist ideology and morale, as well as a sensitive and critical attitude towards every expression of something evil, and the attempts to overcome and remove their causes.

We must develop in youth noble human characteristics, sincerety, conscientiousness and a boldness of convictions, a social sensitivity, a love for one´s family and a respect for one´s elders, a respect for the participants of class struggles and for the fighters for national independence, for people worthy to be honoured for their past deserts, a feeling for beauty and a love of order, honour and responsibility for others.

We have been handed down these values by mankind´s humane tradition. But for whole centuries they have merely been a proclaimed norm, unacceptable to and violated by the ruling classes with regard to the subjugated. Socialism creates conditions so that these norms can be abided by on a mass scale and reshapes them into practical principles.

The IIIrd Conference of Teachers from the Socialist Countries, as a platform of theoretical experience and its practical application, will no doubt contribute its share in promoting a further advance in the work of strengthening and developing the role of the teacher as an ideological educational factor.

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Gerhard Neuner

THE GROWING ROLE OF THE TEACHER IN THE COMMUNIST EDUCATION OF SCHOOL CHILDREN IN THE G. D. R.

The political directives of the GDR adopted at the IXth Congress of the Socialist Unity Party of Germany set as its aim the building-up of a mature socialist society and the creation of the fundamental conditions for the gradual transition to communism.[1/] From this follows the task concerning the educational policy and thus also the education of the youth, representing an important component in the strategy and tactics of the Party policy. This stresses the kind of preparation of young people that would enable them to prove their mettle in the face of the demands required of them in building-up socialism and communism. In accordance with this Party task the IXth Congress focused the attention of teachers and society as a whole on a further improvement of the unified socialist system of education, and especially the bringing up of the younger generation for communism. In the given moment, following the introduction of Ten-Year Polytechnical education at the secondary school phase, which essentially concerns all children, the aim is for the standard of this training to be continously higher. The polytechnical character of the secondary schools must be strengthened in its future development in collaboration between the teachers and the thousands of workers involved in socialist production. The IXth Congress submits a demand for educated young people, who have been equipped with knowledge and skills and are capable of creative and independent activity, whose Marxist,Leninist world outlook forms their personal opinions and attitudes, who feel, think and act as patriots of their socialist native land and also as proletarian internationalists, who utilize their abilities for the benefit of society, which are founded on a love of work, a readiness for the defence of the country, as well as a sense of a community spirit in realizing the communist ideals.2/

The resolutions adopted by the IXth Congress are binding in requiring that the verified course of continuously improving the quality of the educational system and the upbringing of youth be consistently followed.3/ The higher the demands made on the teacher, the more there is marked evidence of the quality of the pedagogical work in the process of reforming the system of education and upbringing. The vital progress in the educational sphere depends on the teacher´s political consciousness, on the standard of his specialized and pedagogical knowledge and skills, on his creative approach to teaching.

The teacher, as a representative of the state of workers and farmers influences our nation´s present and future.4/ He influences generations. In the course of his forty years of active professional life he brings up and educates some 1,000-5,000 pupils.5/ He exerts a lasting influence on the development of the pupils at a decisive phase in their lives. In our society the teaching profession is considered to be one of the most rewarding, but also one carrying considerable responsibility.6/ The humane purpose of the teaching profession is implemented in a socialist system. The content of the socialist teacher´s work is based on bringing up the future generation in the spirit of communist ideals, consists in a competent direction of the educational development as a whole, in political commitment; and he must possess an understanding and feeling for the work, he must create and use the most efficient working methods in his pedagogical activities. What generations of educators have been dreaming about has become a fact in a socialist society. The more mature a socialist society is, the closer it is to communism - the greater is the teacher´s role, but also the more advantageous the conditions for his creative educational work.

The revolutionary solution of the teacher´s problem in the GDR. The Socialist Unity Party of Germany has always been guided by Lenin´s theory: "The teacher of the basic school must occupy such a high position in our country as he never had, has not and cannot have in a bourgeois society".[7/]

A decisive step on the road to the revolutionary reform of the educational system has been envisaged in the training of new teachers bringing up youth in a democratic, anti--fascist and socialist spirit. The fact that today higly qualified teachers, who are sincerely dedicated to the German Democratic Republic and are decidedly on the side of the working class, are engaged in teaching at our schools is a result of the revolutionary solution of the teacher´s problem.

Now it is often forgotten how many difficulties had to be overcome on the way to this goal. Thanks to the bold decision made by the Party of the working class 40,000 teachers were recruited /following the victory over Nazi fascism/ in the school years 1945/46 and 1946/47, who took up their appointments in the place of the dismissed fascist teachers. These people, teaching others, had themselves to learn, train and gain specialized knowledge for the teaching profession, the vital political, specialized and pedagogical-methodological prerequisites, in an extensive training system. These new teachers proved their worth as "activists of the first moment". They rank among the pioneers of anti-fascist-democratic and later socialist educational reform in the German Democratic Republic. Thousands of teachers, whose distinctive features include a determined Marxist-Leninist world outlook, a solid grounding in their specialized knowledge and mature pedagogical skills, were trained at the pedagogical departments of universities, at pedagogical high schools and post-secondary-school courses. Searching for capable young workers to take up studies for the teaching profession constituted a categorical condition for the establishment and development of socialist schools in the fifties. Today some 300 thousand educators are engaged in education in our country. A large section of them have grown up under a new system, they have been brought up and educated in a socialist system of education and are well prepared to carry out their teaching profession at institutions training teachers. In the period of the last ten years alone 50 % of those engaged teaching are new teachers; about one third of the teachers are under the age of 30. Teachers represent the numerically strongest group of the socialist intelligentsia. Thanks to their self-effacing work in reforming the educational system they have won authority and recognition among the entire working public in our country. The Party and government have done everything to raise the status of teachers, they are continuously improving their material situation, their educational level, as well as the comprehesive training required for the work charged with responsibility.

The United Socialist Party of Germany has ever borne in mind the position and role of the teacher and conceives this as one of the fundamental tasks of its policy; it proceeds according to the programme mapped out by the German revolutionary workers´ movement and thus it realizes the dreams of distinguished German educators. The Party of the working class has attended to the matter of teachers acquiring Marxist-Leninist teachings, the world outlook of the working class, has seen to it that they study pedagogical theory and the theories of Karl Marx, Friedrich Engels and V. I. Lenin, that they learn from such eminent educational politicians, as well as from the educators of the German revolutionary workers´ movement, for instance Klara Zetkin, Käte Duncker, Edwin Hoerle and Theodor Neubauer. Also the pedagogical heritage of such democratic educators of our nation as Friedrich Adolf Wilhelm Diesterreg, Karl Friedrich Wander or Friedrich Dietles is regarded with due homage. It has become a treasured source of knowledge and experience for the new generation of teachers. Also the results of research and the experience of Soviet educators have provided guide-lines for the new teachers in their educational procedure. The Socialist Unity Party of Germany has always recommended teachers to study Soviet pedagogics, as well as to creatively use their successes in the concrete conditions in our country. In this year, marked by preparations to celebrate the 60th anniversary of the Great October Socialist Revolution we proclaim: "The Soviet Union, who has a lion´s share in the victory of Nazi fascism, has not only enabled the launching of anti-fascist, democratic revolutionary changes in our country; the Soviet Union has provided concrete aid in the sphere of educational policy, in the field of training a new generation of teachers. It is quite impossible to conceive the successes in the field of education and pedagogics had we not made conscientious use of the rich experience of Soviet pedagogics and the experience gained in Soviet schools! The educators of the German Democratic Republic demonstrate on the occasion of the 60th anniversary of the Great October Revolution the innate links that tie them to the land of Lenin, whose work is a fundamental and ever more marked contribution to the development and defence of socialism, to a creative enhancement of the socialist theory of pedagogics and its practical application".

The discrimination of progressive teachers in the Federal Republic of Germany. While in the German Democratic Republic, as well as in the other socialist countries, new tasks connected with progress in education and the character forming of integrated socialist personalities is being implemented, in the Federal Republic as well as in the imperialist world the capitalist crisis is having its impact on the educational system and hence also on the work of the teacher. The deep conflicts of the political and economic system of imperialism are projected into the tasks as well as the social status of the teacher in the GFR. The basic educational reforms continuously demanded by the democratic forces and the progressive educators are not realized. Numerous plans for reforms have remained tucked away in drawers, there are even question marks with regard to the implementation of such modest demands, fraught with contradictions, supposed to deal with a solution of accumulated problems in the educational system. The unstableness of the imperialist order is reflected in the nationalist, or we may go further and say chauvinistic political campaigns to counter a détente, aimed at the needs of the foreign policy, but also directed towards intensifying the reactionary pressure within the country. Influential political forces are loud in their proclamations agains an easing of tension and look for an answer to the political crisis in political adventures. They stir up nationalistic and chauvinistic sentiments against the GDR, against the other socialist countries. In reasoning the need for the preservation of a unified German nation, regardless of the present state of class conditions, power or territorial situation, they blatantly resort to genetic-mystic categories of the fascist ideology, such as "kinship" /Blutverwandschaft/ and "deep-rootedness" /Bodenverwurzlung/.[8] Overt tribute is paid to the ideas of national salvation, Germany as the Messiah, Germany is defined as the "catalyst" of pan-European culture and history.[9] The teachers are required to defend the state monopoly system of the government, and to support the active anti-communist, chauvinistic policy. This is what is termed "renaissance education" in the GFR today.

This policy concerning foreign and home affairs is meeting with the progressive teachers´ growing resistance. The authorities are trying to break this resistance by exerting political and social pressure. There were almost 800 thousand cases recorded where disciplinary measures were recently taken in the GFR, which also includes measures against progressive teachers. The matter does not end with intimidation and discrimination. A five-year ban on carrying out one´s profession has hit over 3,000 communists, socialists and other democrats, who were dismissed from the civil service.[10/] Social insecurity as a result of the capitalist crisis is consciously used to maintain the teachers´ strict discipline. There are now over 10,000 unemployed teachers in the Federal Republic. By 1985 the number of teachers seeking employment, which they will not find at schools, is supposed to rise to 20,000.

The fact that the imperialist educational policy is fraught with conflicts is evident from the growing unemployment among teachers, which goes hand in hand with overcrowded classes in schools, abandoning the most vital reforms, neglecting the socially, physically and mentally handicapped and so on. According to estimates made by the Trade Union for Education and Instruction there is a need of some 300 thousand teachers, should the most urgent reforms in education be carried out.

The pressure of a political nature exerted on the teacher and also the position of the teacher in the GFR faithfully reflects the situation in this imperialist country. Therefore it is only natural that an ever growing number of teachers is associating itself with the working class to form a united front in the struggle against the imperialist order.

The decisive role of the teacher in the process of communist education. The experience gained in our countries confirm the Marxist-Leninist maxim that the teacher must play a leading role in the pedagogical process. Charged by the worker-farmer state and the socialist society he has a great responsibility to impart the treasures of science and culture to youth, to develop their creative powers and abilities, to educate youth in the spirit of the communist world outlook and morale. There is no substitute for the teacher in the pedagogical process. Syllabuses, text-books, school buildings, specially equipped class-rooms, school aids - all these are vital and important for improving the quality of education and formative teaching, but in the final analysis it is the teacher personality that decides. He has also often been defined as the key figure in the pedagogical process.

In bourgeois pedagogics various theories are being evolved playing down the role of the teacher. Well-known are the technocratic tendencies linked with the one-sided interpretation of the scientific-technical revolution and the conception of scientism and technocratism in relation to education and formative teaching. Teaching technology, programmed teaching materials are supposed to substitute for the teacher. His function in the pedagogical process is supposed to be limited to the role of operating machines and advising. In this sphere we are now observing a great disenchantment in the imperialist countries, which has partly transpired from purely pragmatic considerations, for the financial means allocated to education have been drastically curtailed in view of the crisis.

Equally well-known are the ultra-left petty bourgeois theories casting doubt on the teacher´s leading role in the pedagogical process. Whatever guise they take on, they are grounded on false assumptions regarding the individual´s "free self-determination", "free growth" /Wachsenlassen/ in the educational process. However "revolutionary" these theories presume to be, they do not represent a genuine alternative for the reactionary education under capitalism, for the imperialist pedagogics manipulating people. Their ideological and political tendencies are incompatible with the fundamental renewal of education with the assistance of the revolutionary workers´ movement. Since we are concerned with schools in the socialist countries, then these conceptions, as experience has confirmed, constitute an instrument of so-called liberalization, "slackening" of socialist pedagogics and practical education. In actual fact these attempts should be classified as andeavours at subverting the workers´- farmers´power and socialism from within.

Scientific research about the teacher has confirmed in various aspects the decisive role of the teacher in the pedagogical process. Social-psychological research has proved the leading position of the teacher "as a decisive element influencing the standard and quality of social class-room relations, and thus also an important factor governing the efficaciousness of education and upbringing".[11/] Positive correlations have been ascertained between the pupil-teacher attitude and the attitude to the subject and the knowledge imparted by such a teacher, between the teacher´s behaviour as a guide /Führungsverhalten/ and the pupils´standard of activity, between the teacher´s authority and the pupils´discipline. In comparative analyses of more or less successful teachers, it is possible to describe in more detail those components of the teacher´s personality, those specific features and qualities carrying weight in the process of instruction, on which the effectiveness of education depend.[12/] This is the teacher´s capacity of educationally influencing his object - his public spirit, which has been verified in analytical-comparative studies. This is illustrated by his political attitude, his qualifications with regard to the knowledge of his subject and his pedagogical-methodological abilities. Those teachers, among whom it was possible to prove a high degree of accomplishment in the exertion of an educational influence in all three directions, also had to a certain extent successes in imparting knowledge and in forming political-ideological attitudes.[13/]

If we want to achieve a higher quality of communist education, then we must begin with the teacher. This has been confirmed by the work done by teams of educationalists from Frankfurt on the Oder, from Soviet cadet schools and from the districts of Chorzów and Zielona Góra in Poland, who are fostering co-operation and the exchange of experience with respect to the tasks of schooling youth in Party matters and internationalism. There are plenty of joint campaigns when friendly rallies of pupils are held to promote friendships, cultural competitions are organized, there are joint camps for work and recreation, activities connected with changing the surroundings or establishing a suitable environment, sports contests, competitions in the knowledge of Russian, outings to places memorable for the famous battles fought by the Soviet army and for the revolutionary and anti--fascist struggles of the German and Polish working class, as well as to other spots. Only recently there was a friendly meeting of youth from the Polish People´s Republic and the German Democratic Republic in Frankfurt on the Oder. A good tradition has been established by the drawing competition, "Along the Friendship Oil-Pipe-Line" in Schwedt, in which children from many socialist countries participate by entering some 400 drawings, paintings and plastic art works.

All these most varied events, aimed at educating youth in the spirit of socialist patriotism and proletarian internationalism, are only crowned by success - as our experience in our joint work has shown - if the teachers themselves are ideologically clear on the point of character forming towards patriotism and internationalism. Marxism-Leninism is a reliable compass. "The workers have no native land ... Karl Marx and Friedrich Engels wrote in the Communist Manifesto - the working class must constitute itself as a nation, so that as the class antagonisms within a nation decline so also will the hostility between nations". The revolutionary workers´ movement has always been opposed to "patriotic solutions", against nationalist and chauvinist bourgeois aims, while advocating revolutionary patriotism and proletarian internationalism. History has not only witnessed brutal imperialist wars of conquest, frightful oppression and the razing of nations; history is also rich in examples illustrating the revolutionary affinity of the genuine patriots of our nations. Even in the dark days of fascism, when the German imperialists and militarists succeeded in enticing a large portion of the German nation to participate in the criminal mad war causing the destruction of other nations, the German communists and other German anti--fascists bore high the flag of revolutionary patriotism, proletarian internationalism. Today the nations of our countries, have, under the leadership of the working class and its Marxist-Leninist Party, managed to win for themselves their socialist mother-land, and new, genuinely international relations are developing between the socialist countries. Co--operation in various spheres is evolving, visa-free contacts between the socialist countries immediately bordering on each other, all kinds of meetings of our citizens - all this creates favourable conditions for guiding school children towards a sence of patriotism and internationalism. The Polish educator Dr. Józef Tatarczuk made a justified claim in the "Frankfurt Debates" in 1976 when he said: "In evaluating the present joint atmosphere, it is possible to declare without exaggeration that never before in history have conditions been so favourable for character forming in the spirit of patriotism and internationalism and it only depends on us to make the optimal use of these conditions".

If we are to exploit these favourable conditions in our educational work, then we must ensure that teachers already now be concerned in detail with the political and world outlook bases of socialist patriotism and proletarian internationalism. They must grasp the Marxist-Leninist approach to the existence of a nation, understand the relation between what is national and what is social, and what is meant by the national and international in the policy of the communist and workers´ parties. They must be well informed of the joint policies of the states of the socialist community, about the prospects of collaboration among the Council for Mutual Economic Aid countries, about the complex CMEA programme, and the long-term programmes of the CMEA countries. A thorough knowledge of theory is also important, because history is projected into the present in different ways, and young people must be helped to evaluate history from a class viewpoint. Besides it is the duty of educators to know that the development of co-operation among our countries is not a process without conflicts considering the differences in the stages of development, some differences in traditions resulting from the past, and to realize that this is bound to cause various difficulties in the future, which can only be overcome by a joint effort. With regard to all these complicated tasks of educating youth towards patriotism and internationalism, whether great or small things are at stake, the teachers will be able to impart to the young a clear-cut class biased view only if they themselves have perfect groundings.

Here we must add: we are educating the young generation under conditions of a sharpening class struggle. Our imperialist antagonist is trying to incite the socialist countries against each other and is making use of transitional growing pains. The imperialists are preparing to mark the 60th anniversary of the Great October Socialist Revolution in their own style by stepping up their anti-Soviet propaganda. This takes the form of all kinds of cunningly blackening lies, whose target is the existing real socialism in the Soviet Union, and thus socialism as a whole. In this way the imperialists are trying to avert attention from their own crisis phenomena and counteract the growing attraction socialism has for the working masses in the capitalist world.

In these circumstances the educators in the socialist countries bear a great responsibility to spread the truth about socialism, to explain its dynamic character and viability, to prepare the youth to shield and defend the socialism in their own country and in the entire socialist community.

An important prerequisite for achieving success in the communist education of youth must be the political education of the teachers, which deals with a study of Marxism-Leninism, furthermore the forming of an ability to orientate onseself with regard to the fundamental questions of the current class struggle throughout the world. That is why the political--ideological education of the teacher on a high standard is of prime importance. For instance, meetings at which Party workers have imparted the necessary information and explained complicated questions of theory and practice in the policy in the present conditions of the class struggle have proved very effective.

A higher didactic-methodological degree of teaching as a condition of its educational effectiveness. In further improving the quality of communist education we must accept as an assumption that a communist education requires a thorougly scientific education of youth and that it implements such an education. V. I. Lenin has taught us that you can only be a communist if you come to grips with "acquiring the sum total of human knowledge and have such a command of it that communism is not something you have crammed, but ... a conviction that is unequivocal from the point of view of science today".[14/]

At the time, when we are imparting to young people the contents of a general education based on scientific foundations, we are providing a decisive impulse for education in the spirit of a world outlook and morale of the working class. That is why teachers in our republic consider tuition as an important means of character forming.

Bourgeois pedagogical opinions and the teaching practice in capitalist countries are contained in various concepts setting against each other science and ideology. The various anti-communist, nationalistic and chauvinist ideologies that are supposed to be taught in bourgeois schools cannot in actual fact be brought into harmony with scientific knowledge. That is also why the pedagogical theories contradict the task of the teacher as a scientifically orientated expert and his task as a character former.

The teachers in our republic come forward with the most varied creative stimuli, while taking for granted the unity of science and socialist ideology in teaching at socialist schools. All this should contribute to the improvement of the didactic -methodological quality of instruction and at the same time foster far more significantly and effectively a communist education. The influence of the teacher as one to convey knowledge about a subject and to form young people´s characters constitutes a unity of purpose.

Since the introduction of the new syllabuses for the Ten-Year secondary schools much worthy work has been done from the point of view of the quality of the instruction. The teachers have made a study of the new syllabuses, their specialized and ideological bases. The guiding thoughts included in the syllabuses have been more profoundly understood; there has been a wider implementation of those forms of organization and teaching methods that promote the pupils´ active independent and educational learning. The IXth Party Congress has appealed for a continuation in the initiative to improve the quality of tuition.

The measures and research aimed at improving the tuition quality include those concerned with the teachers´ didactic--methodological knowledge. Analyses were made of the teaching performance of successful teachers, and the elements conducive to the success in educating and character forming were closely examined.15/ This then became the basis for elaborating differentiated instructions on how to improve the quality of tuition by theoretical studies, by exchange of experience and by guided qualification acquisition. A special treatise was devoted to the relationship of methodology and methodological knowledge to the teacher´s creative work.[16/]

Similarly, discipline difficulties that some teachers have can be overcome by introducing a course to raise their pedagogical qualifications, devised on the basis of theoretical and empirical analyses. Already after six months it was possible to observe slight or greater progress in keeping order during lessons among some 75 % of teachers who had discipline difficulties.[17/] A continual raising of the didactic-methodological quality of teaching essentially conditions the teacher´s educational influence.

The schools for a general education in our republic are polytechnical schools closely connected with life. The pupils learn the rudiments of modern production and in conjunction with the workers they are enaged in productive working operations in our socialist enterprises. The pupils are entrusted with important stages in the production, as for example assembly work and the finishing operations on the typewriters "daro 16", representing a significant export article from the VEB Optima enterprise in Erfurt; they take part in the works´ competitions and the movement to introduce novelties to improve production. Thus the skills and experience that must be included in the entire didactic process and continually requiring elaboration become meaningful. The quality of the instruction and the teacher´s educational influence vitally depend on the extent of the unity achieved between theory and practice. The teacher is in duty bound to be well initiated into the life, production and social development processes.

The educational authorities in conjunction with the management of the socialist enterprises are looking for effective ways and means of providing the teachers with a knowledge of the tasks and problems in the development of socialist production. This prerequisite must be taken seriously if we want to utilize the possibilities of achieving a higher quality of the communist education of school children, based on a close link between the school and production, based on the working class taking their share in the upbringing of the future generation.

The conditions for improving the teachers' pedagogical work. The increasingly important role of the teacher in the process of communist education puts a marked claim on the socialist personality of the teacher, on his Marxist-Leninist erudition, on his specialized and pedagogical-methodological knowledge, on his setting an example and thus exerting a good influence, on his political involvement. After the IXth Congress of the Socialist Unity Party the sense of responsibility of teachers and educational personnel grew. Lively discussions about political and pedagogical questions began to be held reflecting a great process of political maturing. The direction of education concentrates on "a creative approach at all schools and institutions, in every community - on the establishment of an open highly principled political atmosphere - an environment instilled with confidence".18/ The entire activity of the leading educational cadres, the work of state authorities and social organizations, as well as of the pedagogical sciences must be directed towards establishing the vital conditions for achieving the teachers´ higher quality work. The point is for the collaboration with the educators to be conducted in an atmosphere of trust, that teachers be given careful attention, that their opinions, suggestions and comments be given thorough consideration, so as to evolve democratic co-operation. Decisive in this respect is the competent headmaster´s ability to manage his staff in school, accompanied by the creation of a highly demanding atmosphere, an atmosphere of mutual assistance and a creative exchange of experience. It is required of the pedagogical sciences that they help ever more effectively in rationalizing educational work at schools, so that the creative powers of the teacher can exclusively concentrate on his highest mission, that of educating and bringing up youth.

The higher demands placed on the teacher´s pedagogical work is accompanied by the objective need to deepen, extend and activate his own knowledge and skills by continuous further education. The further education of teachers and educational personnel in the GDR is aimed at deepening and strengthening the fundamental knowledge of Marxism-Leninism, Marxist-Leninist pedagogics and psychology, socialist sciences and methodology. The state and social authorities are in duty bound to provide the teacher with genuine help. An exchange of experience is now developing with regard to topical problems of pedagogical work. Pedagogics views its tasks in paying attention to the practical needs and problems of the teacher, in providing theoretical grounding for their teacher´s work, in scientifically generalizing their good experience and in giving practical effective aid culminating in successful results - in an education towards communism.

We welcome with satisfaction that the IIIrd Conference of Teachers from the Socialist Countries has focused its interest on discussing the important problems of teachers in all their complexity - and we sincerely trust that this momentous conference, so well organized by our Polish friends, will bring us enlightenment, stimuli and new knowledge.

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Max Figueros Araujó

THE TEACHER'S TASK AND QUESTIONS OF HIS EDUCATION IN THE PERIOD OF BUILDING-UP SOCIALISM IN CUBA

> The main agent in forming the new generation are teachers. Socialist teachers, communist teachers educating subsequent cadres!
>
> Fidel Castro

In 1959, at the time after the victory of the revolution, there were ten thousand qualified unemployed teachers for basic schools in Cuba. At that time over 600 thousand children between the ages of 6 to 12 /one half of the children of school attendance age/ did not have the opportunity to go to school, especially in the country. But the country needed literate people. To remedy this the revolutionary government established posts for over 100 thousand teachers at rural district schools at the very beginning. However, it was impossible to make use of the 10 thousand unemployed teachers, for they looked for appointments in the towns and not in country schools situated in distant districts.

Since there was a surplus of teachers in the cities, the revolutionary government was forced to close down some of the educational institutions. It was then that Fidel Castro appealed to the youth on behalf of the state to take an active share in being prepared to take up posts as "teacher-volunteers". These "teacher-volunteers" were supposed to receive some exacting general ideological training, as well as a minimum knowledge of psychology and pedagogics, to enable them to teach at schools for village children. Thus the first step was taken by the young revolutionary Cuban state to introduce general school attendance. Today we believe this to be one of the possible roads to be taken by the developing countries of the world, who have won their freedom in the struggle with imperialism and capitalism, have liberated themselves from colonialism and neo-colonialism.

This road proved to be favourable for producing a new type of educator, actively participating in the building-up of a new revolutionary society.

An important maxim in the strengthening of the Cuban revolution is that of the leading role of the ideological-political training of the new generation in the period of building--up socialism. So that to this day, eighteen years since the moment when the revolution triumphed, the task of improving the ideological-political training of teachers, the raising of their ideological standard, continues to be a matter of prime importance.

I should like to stress in this connection the historical role of the Cuban teacher in educating the nation, in reforming the general education in accordance with the tasks of the revolutionary changes in our country.

The current revolutionary Cuban pedagogics is remarkable for its profound traditions moulded in the contest with scholasticism and metaphysics prevailing in the last century. In the works of the thinkers of the 19th century in Cuba the ideas of rationalistic teachings appeared of a high scientific standard closely linked to practical life. This approach was most marked in the works of the distinguished writer and great patriot José Martí /1853-1895/, whom the Cubans termed their spiritual teacher and leader. Martí not only adopted the ideas of his predecessors concerning the scientific-experimental character of instruction, but developed them further. He spoke of the need for a close connection between theory and practice in teaching, the link between learning and work, between mental and physical work, of the need to enhance the ideological level of teaching.

In the period of neo-colonialism /1858-1958/ liberal Cuban teachers tried to apply these progressive ideas. Nevertheless, the influence of scholasticism and the metaphysical ways of thought continued to exist in the course of the years in the educational system of Cuba. This was the result of a long lasting influence of various bourgeois conceptions and of schools of pragmatic and positivistical orientations. Moreover Cuba had no opportunity in the 19th century to develop progressive pedagogics, because the universities /the chief scientific centres in the country/ were under the influence of bourgeois /especially American/ pedagogics and psychology.

In the period immediately prior to the victory of the revolution, when the imperialist policy of a cultural deformation of our nation was carried out, the working class and the entire nation fighting against this policy received the full support of the progressive teachers, who advocated the ideas of Cuban enlightened thinkers of the last century. These teachers saw clearly the damage wrought by imperialism to the development of Cuban culture and science.

The above-mentioned examples bear witness to the various relationships of the Cuban teachers to their work. There were those who were unwilling to set to work in the country, there were also those whom Fidel Castro spoke about in his historical speech, "History will Confirm the Truth" /1953/: "The teacher is the soul of instruction and of an improvement in education in Cuba. He receives a miserable salary: however, there is no person more dedicated to his profession than the Cuban teacher".

Cuba today is experiencing a large-scale fundamental reconstruction in the economic, political and ideological spheres. These are caused on the one hand by the revolutionary process and the building-up of socialism, and on the other hand by the world scientific-technical revolution. Apart from this the world revolutionary process has changed the balance of forces of the socialist and capitalist camp, and this in favour of the world socialist system. This situation requires a high level of ideological-political matureness, a scientific-pedagogical and methodological preparedness on the part of our teachers. They must above all be patriots and internationalists, love their country and always come forward to help the developing countries freeing themselves from colonial oppression.

The basic principles for the education of teacher cadres was outlined by Fidel Castro: "We must set ever higher demands with regard to the training of teachers for the basic schools. It is our duty to prepare teachers for secondary schools and we have very good conditions for this; further for vocational schools and we must educate staff for universities. It is our duty to prepare a sufficient number of them, moreover, and because we want to create possibilities for a continual rise in their cultural standard. We must also have at our disposal a vital reserve of trained people, and - if possible - offer assistance to the fraternal nations should they need it". /From the paper published in the journal "Education"/.

Apart from this our teachers are in duty bound to resist ideological subversion in the sphere of upbringing and education coming from capitalist countries. For this purpose it is vital to have a practical and theoretical command of the proletarian world outlook - the philosophy of Marxism-Leninism.

Parallel to the new training system of educational personnel the courses are also evolving scientific research of an applied character, whose task is the introduction of the achievements of socialist pedagogics into practical school life. The development of these research projects also has another aim in mind - the introduction of the results of the Marxist-Leninist orientated research into methodology and the cognition theory into practical school life. This is necessary, so that we have the possibility of exposing the experts of so-called capitalist "pedagogics", striving to separate pedagogics from politics, from the class struggle, to convert the communist ideals into abstract humanism.

The development of the present system of general school attendance and the pedagogical sciences has undergone several stages. The first popular congress devoted to questions of education and culture /1971/ drafted a joint programme of the activities of the staff of general education and of the representatives of cultural, political, ideological and other mass organizations in the country. The congress approved a concrete programme of activity concerning the education of youth and the entire population in the country. During the work of the congress problems connected with the development of enlightenment, with the revolutionary changes in the educational system, with determining the role of the teacher in deepening the impact of the Cuban revolution, with the contents and methods of training the teacher were under discussion.

In the following year at the IInd Congress of the Union of Young Communists, Fidel Castro outlined new tasks in this sphere: the vital need to realize "a revolution in education" with a view to the concrete conditions prevailing in the country. This revolution embraces basic changes in the material-technical foundations of the school educational system, it stipulates the devising of a new content of the instruction, its unification, combining the teaching and education with the pupils´ work in production. The result of all these alterations must be highly qualified teachers both in general and in their particular subject. The social-economic trends require trained cadres.

The training of teaching personnel began in connection with the reconstruction of the entire educational system. First of all "Basic Schools for training teachers" were opened. This constituted the basis for the establishment of "university and pedagogical sections" to which young people were admitted with diplomas from Basic Technical Schools. These sections had the responsibility of training teachers for General Secondary Schools in the country within five years.

At this time /1972-1973/ a scientifically orientated group began work on prognoses for the development of the general educational system and pedagogics as a science. In the inauguration document elaborated by this group the need to improve the educational system as a whole and in a continuous process, which must evolve according to the relations determined by the society, scientific-technical and cultural progress, was pointed out. The prognoses for the development of the educational system were therefore implemented with a regard for the laws controlling the development of the country, with regard for the tendencies in the advance of the pedagogical sciences and for the existence of the educational process. This made it possible to ascertain the demands and needs of the educational personnel with a differing standard of qualifications. The improvement of the educational system in accordance with the needs of building-up a socialist society above all requires a detailed analysis of the system as a whole, so that a scientific forecast can be made. The philosophical basis - the ideological and theoretical foundation of the prognosis - has become Marxism-Leninism, the dialectical unity of logic and the cognition theory.

Naturally the processing of scientific prognoses in education constitutes a complex problem, requiring an imaginative application of Marxist-Leninist principles of the close link between theory and practice, if such a creative application of theory is to enable a penetration into the mechanism and functioning of phenomena and a cognition of their internal relations. In such a case we can give an answer not only to the question "how?", but also to the question "why?". At the same time while working on such prognoses it is impossible to ignore actual practical life.

The prognosis of the development of the general educational system and pedagogics as a science was elaborated on the basis of practical experience in Soviet schools and of Soviet pedagogics, as well as of that in other socialist countries. One of the fundamental methods of making prognoses is a structural analysis of the system: a prognosis for the years 1972-1974 was devised on this basis and as a result a plan for the prospective development of general education for the next fifteen years in accordance with the economic, social and cultural needs of the country were proposed. The programme envisages essential changes in the system of general education, in its structure and contents. Further the reform of the general education, including the training of educational personnel is being implemented. This process was launched at the beginning of the school year 1975/1976.

The plan for the further improvement of the system sets itself the task of adapting the standard of instruction to the needs of the advancing socialist society in Cuba. To this end a change has taken place in the entire structure of the general and vocational as well as the technical education, and work has begun on the devising of new syllabuses. The realization of educational reforms is assumed to take place in the course of the five years as from the school year 1975/76 up to 1980/1981. A system has been worked out whereby there will be a transition in the education to the new syllabus contents. The number of years planned for gaining a secondary education has been reduced from 13 to 12 years. Compulsory six-year basic school has been introduced, and measures have been taken for a transition to a system of compulsory nine--year school attendance. After finishing the nineth class the pupils may continue their studies oriented towards a vocation /training to be a skilled worker, technician, teacher at an apprentice school/. The completion of twelve classes enables the taking up of studies at universities, for instance at pedagogical universities. The improvement of the secondary school educational system will obviously lead to a betterment of other sub-systems, and especially will help solve the related problems of training and re-training educational cadres.

In its resolution on education the 1st Congress of the Cuban Communist Party supported the plan to improve and develop the national educational system.
The resolution states:

1. Taking into account the historical mission and in-

terests of the working class, our educational system sets itself the goal to educate a new man and entire society in the spirit of the scientific view of the world, that is to say in the spirit of dialectical and historical materialism; the integrated development of the individual, his mental, physical and spiritual potentials to acquire knowledge in the spirit of the most important humane and aesthetic ideals, the instilling of the principles of a communist morale, which must become the basis of personal convictions and the natural norm of behaviour - briefly to bring up an educated man capable of actively and creatively involving himself in the building-up of socialism and communism.

2. In connection with the above-mentioned goal, the main aim of the policy in the educational sphere constitutes a harmonic and integrated cultivation of the personality by the intellectual, scientific-technical, ideological, physical, moral and aesthetic development through manual work training, polytechnical and defence training in a patriotic spirit, whereby the following should be achieved:

- the kind of education of the individual making him competent to have a command, develop and utilize the successes of science, technology and culture attained locally and in the world;
- the training of highly qualified expert cadres complying with the demands of the planned, economic, social and scientific-technical development of the working people and in a position to creatively influence industrial advance, an increasing rate of productive forces and a more intensive socialist relationship to work;

- the education of children and youth in the spirit of our revolutionary and workers´ traditions, in the spirit of a communist relationship to work, to common property, to science and society; and also an imbuing of respect to the working class, a love of the socialist native land, a devotion to the ideals of proletarian internationalism, which should ultimately lead the youth to be prepared to defend the achievements won through the revolution and to fight against manifestations of bourgeois ideology and morale;
- children´s and youth´s sympathy and respect for the fighters of the revolutionary armed forces and the Ministry of the Interior;
- a readiness to defend the ideals of the revolution and progress.

3. The Cuban people will exert all their efforts to attain the set goals. The Cuban people´s deeds are permeated by the motto "education is everybody´s task". Thanks to this illiteracy has been eradicated, private schools have ceased to exist, a general education free-of-charge has been introduced for all.

The Cuban people have created moral and material conditions, for science, technology and culture to bring benefits to the workers and farmers, for the quality of instruction to raised to a higher level, for the socialist state to control the mass media, for giving life to the Cuban Academy of Sciences, to scientific research institutes, for establishing, under the auspices of ministries, authorities to direct and guide the work to raise qualifications, for taking charge of other means that have transformed Cuba into one large school.

4. The Ist Congress of the Cuban Communist Party expressed its high esteem for those responsible for these results and successes and called for a wider revolutionary influence to be exercised in connection with the tasks lying ahead in education, whose aim is the solution of problems arising from the stormy and many-sided development of this education and from the need to create the appropriate material means, as well as raising the standard of the qualification of teachers and lecturers.

5. The Ist Congress of the Cuban Communist Party endorsed the following key principles of our educational system:

- the fundamental and indispensable task of the state in controlling and materially providing for the adopted educational system,
- Marxism-Leninism is the basic subject providing the grounding for the general education of the respective disciplines, at the respective levels of instruction,
- the mutual link and mutual conditioning of science and work /according to the maxims of Karl Marx and José Martí/,
- education and tuition is a process founded on Marxist-Leninist bases,
- to learn is the right and duty of every citizen,
- the democratic character of the educational system.

6. The integrated communist education of the individual belongs to the tasks of the whole society. The Ministry of Education controls the work of the national educational sys-

tem. It is responsible for implementing the tasks in accordance with the political aims in the field of education. The Ministry of Education, as a specialized institution, has been entrusted with the planning and checking of the overall realization of the methods and forms of the didactic and character forming process. All educational and social activities must be subordinate to the educational authorities. The national educational system consists of the following sub-systems:
general educational, polytechnical, vocational education, the education of the up-and-coming generation, vocational-technical education, study at universities and the special training of teaching personnel cadres. The educational system has three levels, or phases of instruction: the basic, secondary and higher phase, which are inseperably dovetailed, for which stable links and continuous contacts, a unity of aims and tasks, mutual conditioning and influencing are characteristic.

The educational system is therefore faced with the difficult task of ensuring the possibilities of a parallel rising standard of instruction and work.

7. In the conditions of the building-up of socialism the role and significance of out-of-school education grows immensely. That is why the groups and organizations of youth, namely the Union of Young Communists, the University Federation of Students, the Secondary School Pupils´ Federation and other social and mass organizations must actively participate in its implementation in a systematic, planned and organized

fashion.

8. The Ist Congress of the Communist Party of Cuba deems the principle of education through manual work as one of the decisive and very important elements of the integrated upbringing of youth. The application of this principle in the educational system must be realized from the basic school upwards /pupils´ work in the school workshops/ and must be fostered in particular at schools orientated towards agriculture, at vocational schools, at secondary general educational schools, at technical schools and higher apprentice schools. The tasks facing manual work education are the following: education in a community, the education of the future producers of material values, a creative participation in the struggle against predjudices and ignorance existing as a consequence of the conflicts between town and country, between physical and mental work. Depending on the character and level of the school the manual work education will take on various forms in its realization. For instance at higher apprentice schools the manual work education should represent the accomplishment of the educational process and at vocational technical schools it should be an intergeral part of the training and education with a view to the future profession.

9. It is essential to establish conditions corresponding to the needs for a transition to a system of a general and compulsory nine-year education, and this bearing in mind the prospects of a continuous rise in the standard of training depending or the needs of the country´s advance and the scientific-technical revolution.

10. Tasks of prime importance include the realization of the above-mentioned goals, where we must take into acccunt a training system for technical cadres possessing secondary and university education and a high standard of specialized qualifications.

In connection with this essential requirement to raise the standard and methods of general and technical education at all schools and apprentice schools, the material basis, the appropriate scientific-technical equipment must be ensured and efforts made to utilize to the full and rationally the existing potentials.

11. The 1st Congress of the Cuban Communist Party points out the need to embark on an improvement of the organizational structure and the correct methods at universities to give rise to a comprehensive and harmonic system in the development of the national economy. It must be the kind of system establishing the possibilities of mutual sequences and ties between industry and scientific research. The building-up of socialism in our country in the circumstances of the scientific-technical revolution requires specialists with a university education to raise their qualifications. This calls for the need to appropriate specialized education of future scientific workers.

12. The development of various branches of industry and services for the population necessitates the education of the workers to be organized in a way that does not exclude them from doing their normal work. This means the introduction of more courses for improving qualifications. The demand for

trained cadres in the developing industry must determine also the number of pupils to be admitted to vocational schools and apprentice schools. The system of adult education helps too in realizing the plans for enhacing the cultural and general social standard of the people. The Ministry of Education offers assistance to those organizational units in the country which have launched out on their own account in the supplementary training of their workers. Much attention has been devoted to raising women's cultural standards and training them to take up careers.

13. The Ist Congress of the Cuban Communist Party attributes great importance to the political, ideological, scientific and specialized influence of teachers and lecturers, as well as the actual organization of their work. The Congress recommends the mobilization of all the available means for the cadres teaching to be well prepared to fulfil their honourable mission.

14. The school must to a greater extent than hitherto discharge its task as the centre of education for children and youth, and this with the active assistance of the political and social organizations. In this respect there must be a continual improvement of the national educational system and a regard for the general training as the main link in education and upbringing.

15. The Ist Congress of the Cuban Communist Party expressed high appreciation for the social status of teachers and all educational personnel, especially those teachers and

lecturers, who have won the recognition and admiration of the society as a whole, and also stipulates the establishment of such material and cultural conditions enabling them to implement their honourable tasks.

16. The Ist Congress of the Cuban Communist Party considered praiseworthy the important role played by the mass organizations of the Union of Young Communists in the educational system, and appeals to them to continue in their all-round and commited involvement in the process of educating the younger generation. The Congress also stressed the importance of school councils, as the closest organizational unit fulfilling the role of a liason between the school and the society and associating the parent - the inhabitants of a given housing estate, the representatives of various political institutions, mass organizations and deputies of the local administrative organs. Such co-ordinated collaboration is of the greatest importance in agricultural and mountainous regions.

17. In the circumstances of profound changes caused by revolutionary transformations, the progress in education requires a legal system ready to react flexibly to the topical educational problems of today and creating prospects for the further development. The basic law, concerning education, lays down other regulations, decrees and resolutions, which on the basis of the experience gained so far will serve to advance education. Considering the weightiness of this law, representatives of all strata of society and in particular teachers and students should have a share in devising and preparing it.

The basic educational law must be an aid in the realization of the conclusions contained in the educational principles adopted hitherto. This law must reflect:

- the fundamental principles of the Cuban educational system of the representatives of the new generation as active and conscious builders of socialism and communism, as defenders of their country, and this in a harmonic intellectual development, ideological, moral, aesthetic and physical education as well as manual work training;

- the "work and science" principle as a basic prerequisite for its realization, as well as other principles on which our educational policy is founded;

- concrete tasks for the individual stages and forms of instruction;

- the main tendencies of the plan for improving the educational system based on Marxist-Leninist educational principles;

- the structure and principles of the effect of the educational system: general school attendance, to which the youth will have to submit, the requirements which candidates who want to study at higher institutions and at secondary schools must comply with, and the most important tendencies in the work involved in raising the qualifications of teaching and educational personnel;

- the basic directives for raising the general and specialized standard of the workers in accordance with the wishes of those endeavouring to complete their six-year basic education and in the interest of realizing the plans of raising specialized-technical qualifications;

- the democratic character of education and the social function of the school, with a determination of the task of every political and mass organization or state institution in realizing the educational plans.

The present situation in Cuban education and the standard of training of educational cadres in our country presents the following image: Our country has a population of 9,5 million. Out of this number 3,5 million are learning at various types of schools, which means that every third inhabitant is going to a school of some kind. Apart from this we have over 100 thousand university students and those taking courses at institutions of the same level of education under the authority of the recently established Ministry for Universities. The rest attend general educational schools, vocational-technical courses, adult education, specialized courses and courses for raising the qualifications of pedagogical cadres, which are all administered by the Ministry of Education. We have some 190 thousand teachers at basic and secondary schools, but 50 % of them have not completed their pedagogical studies. On the basis of prognoses it may be claimed that by the school year 1980/81 almost 100 % of the teachers at general educational schools will have attained the appropriate pedagogical qualifications.

At the present moment, as never before, the teaching profession has become one of the most highly esteemed vocations in the country. The law "services to society", which also applies to teachers, is valid in Cuba. Those who gain specialized qualifications at secondary schools or universities are in duty bound to take up employment in that area of the country where they are most needed.

What changes occur in the teaching profession, with regard to the teachers´ training and role, in connection with the general plan for the further development of the national educational system?

As has already been mentioned, the new educational system now being realized stipulates the bases for the further development of the system of training and raising the qualifications of pedagogical cadres, and this as from the beginning of the school year 1975/76. Since that time a system has been evolved for augmenting the ideological-political, scientific--theoretical, pedagogical and methodological standard of educational personnel. The hitherto existing differentiated plans for teachers´ training have been abolished and a unified system for the further education of educational personnel under the guidance of the main administration for the training and furthere education of educational personnel, associated with the Ministry of Education, has been established.

We distinguish two stages within this system: the secondary, including vocational pedagogical schools and the higher ones, including higher pedagogical institutions. Teacher-students for basic schools and in this five-year-plan also teacher-students for vocational schools get their training at secondary pedagogical schools. At this level there are also special pedagogical departments at polytechnical institutes for the preparation of foremen for technical and specialized training as well as librarians. Higher pedagogical institutions include pedagogical colleges, foreign language colleges and also pedagogical institutes for specialized-technical training, further, also courses where graduates of various specializations can raise their qualifications. Meanwhile the standard required of the candidates of the various schools and pedagogical institutes has been raised. Candidates for the secondary stage of pedagogical training will be recruited from among graduates of the nine-year general educational schools or other schools corresponding to this standard of education. The standard of the overall education at the pedagogical schools must correspond to the standard of the graduates who have completed twelve classes. The higher pedagogical institutions require the candidates to possess an overall standard of training equal to schools preparing for universities. The graduates of these institutions attain a university education.

The study period at the secondary pedagogical schools lasts four years. The future teachers for basic schools are prepared for their profession in two respects: for work in the first to fourth forms /a comprehensive training in all subjects included the initial stage of instruction/ and for the tuition of two subjects or one /mathematics, Spanish and History, Geography, Biology, Technical Skills, Art and so on/.

The elaboration of syllabuses for these schools, curricula, text-books and other special school aids and methodological material helping in the forming of a communist world outlook among the pupils and in the raising of their ideological-political and overall specialized training has proved necessary without delay.

The subjects of the teaching cycle are arranged into certain groups: 4,7 % of the teaching time is allocated to the social-political range of subjects /including Marxist-Leninist theory/; general subjects are allocated 61,5 % of the teaching time; the specialized subjects 24 % /including pedagogics, the bases of defectology, work in the school workshops and the special didactics of various subjects/. Apart from this various courses are organized /4,6 %/ and optional subjects /4,8 %/. The pedagogical practice includes classroom visits and demonstration lessons. The teaching practice takes place throughout the four year course, in particularly intensively during the last year of study.

The study course at the university pedagogical institutions lasts four years. 14 subjects can be read: Mathematics, History and Social Sciences, Spanish and Literature, Physics and Astronomy, Geography, Chemistry, Biology, Work in the Workshops and Technical Drawing, Russian, English, Physical Training and Pedagogics.

Four compulsory subject groups will be introduced into the syllabuses: social-political /11,3 % of the teaching time/ consisting of Marxist-Leninist Philosophy, the History of the Working Class Movement and the Cuban Revolution, Political Economy and Scientific Communism. The subjects grouped under general educational training /13,2 %/ include a foreign language, physical and aesthetic education. The group of psychological-pedagogical studies /14,1 %/ are conceived as the following: Development Physiology and Anatomy, School Hygiene, Psychology, Pedagogics, Teaching Aids, the Methodology of Teaching.

The specialized training to which 61,3 % of the total study course is devoted consists in the study of the basic subjects the future teacher will be giving instruction in. The teaching practice is planned for the third and fourth year and is organized in the following way: in the course of the first semester 50 % of the students carry on their studies, while 50 % carry out their pedagogical practice. In the following semester the students change over.

At the university pedagogical schools the student-teachers are trained in vocational-technical subjects concerning fourteen fields. Teachers of foreign languages are prepared at the Pedagogical Institute of Foreign Languages.

The main administration for the training and further education of pedagogical personnel has also devised the organization of courses for training teachers for the initial phase of instruction while they work, so that they can attain and education at the Pedagogical University.

The characteristics of a teacher

We believe that every teacher, if he is to ensure a high standard in his work, must know Marxist-Leninist philosophy, as well as the main tasks of the development of socialism in the country. Our teacher must know and creatively apply the basic directives of the Party and government and have a thorough command of his professional training: have knowledge of the physiology and psychology of the young people of school age, the contents of those subjects they teach and he must be capable of actively utilizing methods of instruction. His work must be imaginative.

The goals and tasks for each stage of educational personnel training emerges from the above-mentioned prerequisites. They are the following:

1. The formation of a communist world outlook among teachers and cultivating in them the art of organizing this process at school. To this end a programme of knowledge and skills to be acquired by the pupils should be elaborated, as well as the system of methods and forms of organization for forming the convictions of the builders of socialism.

2. The ensurance of a high standard of specialized training of the teacher, who is in duty bound to equip his pupils with deep and lasting knowledge in all subjects.

3. The formation of personality features of the teacher in relation to the aims of education. Only the teacher-communist imbued with a sense of social duty, with a high morale, can guarantee an effective pedagogical process.

4. The specialized training of the teacher based on the standards of the latest results in pedagogics and psychology. If he has a command and a knowledge of modern teaching methods, if he is acquainted with the idvidual features of his pupils

characteristics for the given age, then he can realize a creative approach in the instruction and education, develop aptitudes and abilities in the pupils. The teacher must know the laws of the teaching process, he must know how to analyse this process dialectically, be in a position to regard his own work critically.

The systematic improvement of the art of teaching and the scientific standard of pedagogical training in connection with the fast tempo of the scientific-technical development ant the building-up of socialism. With this aim in mind a special institute of the Ministry of Education has been established for raising teachers´ qualifications. This is one of the first pedagogical institutions to have been established after the revolution, whose purpose is to train teachers in specially organized short-term courses /"teacher-volunteers"/ and to raise the qualifications of those pedagogical cadres already actively serving in the country.

The Central Institute for raising teachers´ qualifications together with the territorial and municipal methodological departments provide up-to-date immense help in methodology to all the Cuban teachers. A no less important trend in the development of the Cuban educational system and the further education of pedagogical cadres is the advance of pedagogical and psychological scientific research, as well as the general application and close study of progressive pedagogical experience. The results of the research and the generalization of experience must be embodied in the practical school activities. Just now the plan for the scientific research in the fields of pedagogics and psychology has been approved. For the co-ordination of scientific institutions a Central Institute for Pedagogical Sciences was established in 1977. Simultaneously research bases were founded in various places to deal with the verification of the research and to carry out scientific-practical work aimed at improving work in schools.

Proposals

1. The reform of the Cuban educational system is based on the experience of the socialist countries.

2. The school represents a basic state organ, which forms a man´s personality. That is why the Party and the state devote exceptional attention to teachers in schools and to all educational personnel.

3. The teacher´s ideological training takes first place in the further development of education. This is closely connected with the raising of the overall standard of qualifications of pedagogical cadres.

4. The main principle of the organization of the educational system presupposes the need to combine teaching with the pupils´ work in production.

5. The organization of teachers´ education must be such as to deeply embed socially important features of the personality: internationalism, high moral principles, social responsibility and so on.

As a young country, which has covered but a short distance on the road to socialism, Cuba has few results and little experience in establishing its own educational system. However, we should like to gain much from the enormous and important experience amassed by the fraternal countries of the world with socialist systems headed by the Soviet Union. We have received valuable and decisive aid from these countries. Without them it would have been difficult to realize the plans for improving and developing the education in our country.

Sandor Miklosvari

TEACHERS´ WORK AND TRAINING IN THE HUNGARIAN PEOPLE´S REPUBLIC

In Hungary, as elsewhere in the socialist countries, the teacher fulfils the main role in the development of education. That is why in realizing the tasks mapped out before us in June of 1972 by the Hungarian Socialist Workers´ Party, as well as by the XIth Congress of the Party, we build and rely on the active collaboration of a more than a thousand strong army of creative and active teachers.

The resolutions adopted by the XIth Party Congress thus expressed the tasks, which the socialist school faces: "It is the duty of the school to utilize its entire influence in the service of educating active people linked with society, who take a creative share in social life, whose characteristic feature is a firm world outlook and a socialist morale". We are convinced that the realization of these momentous and ever growing tasks will be accompained by a creative participation of teachers as a whole.

A peculiarity of the teacher´s work, apart from other things, lies in that his meetings with the youth means that he is in continuous contact with the entire society. By conveying his knowledge and political attitudes he not only influences the youth and their parents, but a wide range of people in the society.

There is not sufficient space here to discuss all the complicated problems connected with the further education of teachers and their character forming. I should therefore like to touch on the following tasks:

- the new growing demands placed on the teacher in fulfilling the tasks entrusted to them,
- the standard of teachers´ training, in implementing the entrusted tasks, promoted by educating them and providing post-graduate courses.

First and foremost we must explain what we expect from the teachers themselves. Our expectations are derived from the structure of the socialist society, and put more precisely, from the tasks outlined for education in a socialist society. One of the tasks the school, and hence the teacher, is enjoined with is a matter that is hardly new, but - recently in particular - given a marked accent, namely the integeral and harmonic education of man, an absolutely commensurate member of a socialist society. Considering the present level of the society´s development, there are objective conditions for the implementation of these envisaged tasks. We believe that only adequately prepared, consciously dedicated teachers are in a position to comply with these conditions. V. I. Lenin already wrote long ago that communism cannot be learned from text-books of all kinds. Most of the Party documents, and on the basis of these elaborated state directives in the sphere of the active and creative development of society, call for an education of youth. The new trends in the work of the teacher consist in organizing the exertion of a social influence in and out of school, in establishing a broad scope of activities, in stimulating young people's activity and guiding it.

New problems are now also emerging in the political education and in the formation of a world outlook. Apart from the persisting traces of nationalism, chauvinism and other reactionary trends, predjudices from the capitalist world are penetrating, as is well known, as various hostile ideologies infiltrate. Teaching young people to reject these hostile ideologies, hampering social advance, poses new tasks in the sphere of political education and in the formation of a world outlook. We must expend every effort to improve on the instruction of youth and in making a more ample use of the school syllabuses concerned with the questions of the Marxist world outlook. Here it is imperative for the teacher to take a full share in this matter and for himself to be politically well prepared. Makarenko said the teacher's political influence is apparent in his educational work. The VIIIth Congress of the Hungarian Socialist Workers' Party expressed this in the following terms: "The most significant role in forming a new man pertains to the best actively envolved members of the Party, the teachers".

All the goals and tasks emanating from the advance of our society and connected with its development converge on one point: stressing the teacher's role, raising his political standard and developing his personality.

At the plenary session of the Hungarian Socialist Workers' Party, which was held on 14th to 15th June 1972, the demands on the teachers were put in the following terms: "We need highly qualified teachers, whose standard is commensurate to the tasks emanating from the development of a socialist society, capable of independent thought, of educating himself further and fulfilling his tasks, a teacher, whose convictions and opinions are in accord with socialism".

Simultaneously with the growing demands and expectations with regard to the teacher there must be a growing interest in their work and a social evaluation of this profession. This is reflected in many legal stipulations and official documents, where it is said how the teacher´s profession is highly esteemed and honoured in our country. The resolution adopted at the June plenum of the Hungarian Socialist Workers´Party states: "The main factor in general education is the teacher. The number of teachers has increased three fold since the liberation, however, the standard of filling the teachers´ posts is still not satisfactory, neither from the point of view of quality, nor quantity. A grave reason for this is the fact that the teacher´s work is still not duly evaluated from the point of view of society, traditionly and materially. The mounting number of tasks does not correspond to the ensurance of the necessary work conditions: there is far too much administrative and organizational work, there is a continual lack of laboratory and auxiliary staff, scientific aids and other vital equipment. Most teachers are overworked".

As a consequence of this resolution an institution has been established in the Hungarian People´s Republic that has been made responsible for removing these obstacles and improving the situation in this sphere. We are convinced that the conditions for the life and work of the teacher can be set to rights not only through administrative action, but also by popularizing the outstanding methods in educational and didactic work. The Hungarian teachers would like to work well and imaginately, and therefore we cannot be indifferent to the amount of work expended by them in fulfilling the tasks. Especially now that the further education of teachers is being implemented, and in the near future the new syllabuses will begin to be popularized, and modern working methods will be introduced gradually.

Besides providing the teacher with assistance and some alleviation in his work, the number of teaching hours has been reduced and an eleven-day timetable has been instituted in the first to the fourth classes of the basic schools. The overall situation of the teacher is not only improved by the smaller number of lessons he has to teach, but this is also reflected in the quality of the didactic-educational work.

The salary policy is of great importance in improving the teacher´s life and status. In this matter the Xth Congress of the Union of Hungarian Teachers adopted the same attitude as the above-mentioned resolution of 1972, namely that the existing means be divided according to the work performed. The realization of this demand in conjunction with a decision to raise teachers´ salaries has had a considerable impact on their standard of living, although there is still much to be done in this sphere.

A housing campaign has been organized to promote an improvement in teachers' living conditions. So that - whereas in 1969 about 18,1 % of teachers did not have adequate flats, by 1973 the number of teachers in need of flats went down to 12,6 %. At the same time the number of flats built and paid for by the National Committees tied to the employment in the teaching profession has increased. Educational personnel in urban schools have the right to more living space, as well as a higher subsidy to cover furnishings.

Among the many problems and matters to be solved there is still one deserving attention: the need to help women in the teaching profession. Over 79 % of Hungarian teachers are women. Parallel to the central institutions, the management of the schools, the local Party organs and the state administration are making every effort to provide better conditions for teachers, to enable them also to fulfil their non-professional tasks /in the home and family/. Almost 3,5 thousand teachers' families have three or more children. That is why the Union of Hungarian Teachers, in a letter to the chairmen of the works committees, put forward concrete proposals and made pledges for the betterment of the conditions for women in the teaching profession.

The social prestige of the teachers cannot of course be measured according to a classified scale. It goes without saying that in future an all out effort must be made to improve the conditions at home and at work for the teacher. We believe, however, that there are higher forms of demonstrating a recognition of the teaching profession. We agree with the policy of our Party that nothing can be achieved in the sphere of education, if the teachers themselves are not given the opportunity to voice their opinions. One of the most important tasks now facing educational organs is the preparation of fundamental documents for the basic and secondary schools, as well as organizing the work on the basis of these documents for the school year 1978/79. This immense work, in which the school administration at all levels has been engaged in, was also devised with the participation of the teachers. The National Institute of Pedagogics, with representatives of the Union of Hungarian Teachers taking a share, elaborated the basis for fundamental school documents that were then the subject of discussion among teachers throughout the country.

The recently issued school regulations, to a considerable extent meaning a change in the life of the school and the work of the teacher, was experimentally verified on a national scale for two years, which gave the teachers a genuine opportunity to express their opinions. There were discussions, whose outcome was passed on in summary to the Ministry of Education or to the National Institute for Pedagogics. Thus the possibilities for introducing the proposed changes were investigated and realized where the situation permitted it.

In accordance with the resolutions adopted by the Xth Congress of the Union of Hungarian Teachers, the teachers entered into a lively discussion about the project for a new curriculum.

There is a continual adjustment in the collaboration between the public, in the capacity of educators at home, and the educational authorities, which also adds to the raising of the teacher´s profession´s prestige. The Party and state of the Hungarian People´s Republic looks for support to the teachers and educational personnel. The development of the democratic rights of the teachers, not only influences an enhancement of the profession´s prestige, but is also conducive to a democratic atmosphere, which is vital to the teacher and the educational personnel. For the teacher´s particular mood, his desire to do imaginative work, very much depends on the atmosphere prevailing among the staff. If this atmosphere stimulates independent creative work, then we may speak of a positive influence on the teacher. It has been proved by experience that work done well and independently provides the teacher with a greater sense of satisfaction than recognition expressed in terms of a financial reward.

All the thus far mentioned endeavours are oriented towards raising the teacher´s authority. Improving the teacher´s material situation, raising the importance of his profession, however, does not mean we have reached the limits of our intentions. The continually new and growing tasks assigned to the socialist school are further reasons why we must achieve an optimum situation in the sphere of the working conditions and the life of the teacher. There is still plenty of room for improvement in the sphere of cultivating class-consciousness among future teachers. This is a very complicated task. It includes the problem of selection for the profession, adapting to the profession and finally deciding to remain in the profession. It depends on the material conditions, on the work atmosphere, on the prestigious aspect of the profession and the financial situation. That is why these exacting demands regarding the school, outlined at the XIth Party Congress, can be met only by teachers who have had a perfect professional training, by people with a mature professional awareness, having expert knowledge and skills. Many people claim that one must have a calling for the teaching profession. We do not agree with this. Pedagogics, by its nature, fosters the development of aptitudes in the course of practical work. Of course it cannot be denied that a bent and aptitude for teaching makes pedagogical work easier, but we agree with Makarenko, "this is not a question of being ordained from birth to perform this profession, it is a matter of being an expert, it is a field that has to be learnt just as a doctor has to study medicine and a musician his instrument." That is the very reason why we are not indifferent to whether we have a sufficient number of teachers, who are actuated, and on what grounds, to take up pedagogical work, whether they can come to terms with the difficulties arising in the teaching profession, whether they are absolutely dedicated to his work, whether they have a responsible approach to his profession, whether they take into account the scientific advances in his field and whether they feel a close allegiance to our socialist society. It is common knowledge that many varied factors affect the moulding of a profesional awareness, and this takes place throughout one's life. We maintain, however, that professional awareness germinates in the institutions training teachers, and that is why we pay particular attention to the work there. The student-teachers of today, training at these institutions, will be responsible for teaching children and youth at the turn of the century. The coming generation of teachers will be entrusted with the task of preparing the future young generation to take up work that at present is still rather vaguely conceived. Hence we bear in mind not only matters connected with the teachers´ practical work, but we pay particular attention to the fact that they will be concerned with new generations.

The resolution adopted at the June 1972 plenary session states: "The main factors influencing the teachers´ situation have an essential impact on the recruiting of students for the profession. It is rare for men to chose to be teachers. There is a considerable group of teachers - especially young ones - that leave the profession, or never even enter the profession after graduating. /In 1971 95 % of the teachers for kindergartens, 86 % teachers qualified for the Ist-IVth grades, 85 % of the teachers for basic schools and 47 % of the teachers for secondary schools took up educational posts/. These data should serve as a strict admonition to devote special attention to institutions preparing teachers, to the quality of the work there and the amount of effort expended in training new teachers. Unfortunately we know little about the motives that prompt the choice of a vocation. It would be extremely beneficial to carry out an emperical study and theoretical research to ascertain the reasons inducing people to chose the teaching profession and at the same time to investigate the development of the personality, as well as making a survey of the quality of the student-teacher candidates. It mustbe recognized that the system of evaluating student-teacher candidates demonstrates some specific features and that their professional awareness is derived from a specific set of values. Research projects of this kind - if they were carried out using modern methods - could assist in recruiting people for the teaching profession.

Many factors affect young people faced with the problem of chosing a career. Their decision, in this respect, is swayed to a considerable extent by the milieu, by the immediate and more distant environment, and finally also the social prestige of the teaching profession. The influence of the parents in relation to the choice of a career is evident, for instance, in the secondary school pupils' selection of a profession, in that the evaluation of the decision conceived by the pupil is not always shared by the parents.

There still persists in our society the image of the poor, exploited teacher, worn to the bone, of a pre-war cut. The teachers' poverty, the exceptional low prestige of the profession, are far more deeply embedded in the parents'subconscious than the teachers' status warrants - especially when taking the profession as a whole. That is why we must pay more attention to the young, especially secondary school pupils, interested in teaching.

According to many educators it is important to find out whether the candidate for the teacher's profession is possessed of the suitable qualities necessary for performing this vital and difficult work. Among other things attention is drawn to whether the candidate has the facility to establish inter-personal relations and how he acquits himself in his activities in the youth organization. This is of exceptional importance, because in Hungary the Communist Union of Youth has taken over the patronage of teachers' training.

A worthwhile research sphere is the increasing number of hobby circles at secondary schools. In recent years some schools even have groups interested in pedagogical work.

The activities in the youth organization also foster a knowledge of and an inclination for pedagogical work. Being active in the ranks of the Communist Union of Youth and in the ranks of the Pioneer Organization provides a good opportunity for educational work and simultaneously it is an occasion for determining the abilities and potentials of the candidates.

The standard and style of the staff's work, and the pedagogical atmosphere in the school has a bearing on stimulating an interest in the teacher's profession among secondary school pupils. It is vital for the educational personnel to set a perfect example to arouse the pupils' interest in the teaching profession.

We take care that only the very best apply for teachers' training in the interest of good quality future educators. It is one of the important tasks of the form teacher to convince the parents and cultivate the intentions of the good pupils to take up teaching one day. Unfortunately, we must admit that, in spite of all our efforts, there is still a small number of boys chosing teaching as a career. The reason for this phenomenon is rather complicated. We are convinced that women are just as competent as men in educating, but let us remember what Makarenko said: "The variedness, the different compilation of the school staff constitutes one of the most important criteria for a staff possessing a great educational force".

The institutions for enlightenment are also fulfilling ever more tasks in the sphere of conscious career guidance. The institutes for training teachers establish contacts with the pupils of the top secondary school classes and arrange lectures giving information about the courses at their institutes. The Ministry of Education, as well as the majority of teachers' training institutions, have issued material popularizing the work of the teacher. Often there are so-called "open door days", when young people interested in continuing their education, have the opportunity of getting a close-range knowledge of the institutes. During the open door days the candidates listen to lectures, visit academic buildings, take a look at related institutions and participate in discussions with students.

The secondary schools are also required to produce knowledgable students, both with regard to quality and extent, to enable them to sit for entrance examinations. At the entrance exams the candidate must demonstrate his knowledge, his aptitudes and gifts as well as his attitudes. However, we have no verified or full-proof methods for ascertaining aptitudes and gifts. Hence it is worth considering a reassessment at the teachers´ training institutes, of what is usually carried out in this respect at the entrance examinations.

In stipulating the suitability for a vocation the recommendations and references supplied by the school staff and Communist Union of Youth take priority over research using psychological methods. Apart from this, we think that the results of the survey of performance at examinations is very important. We reject all the methods aimed at establishing a scale of abilities of the candidates for the teaching profession. Even though psychological methods of research are still in the experimental stage, nevertheless, on their basis, it is possible to confirm that there are individuals absolutely incapable of actually taking up a certain profession. Apart from these exceptional cases, we again reiterate Makarenko´s claim: "There is no such thing as special pedagogical abilities". It is possible to become accomplished, just as Makarenko, in the course of the everyday work of a teacher. The work in itself cannot be measured, but it can be evaluated, if we take a deeper look at its results.

Ascertaining contra-indications for following the career of a teacher is particularly important where there is a shortage of candidates. People suffering from speech impediments, who are sick, who have weak nervous constitutions etc. cannot be teachers.

The education of teachers - in accordance with the differences in the standard of education - is carried out at various levels in Hungary. Teachers for kindergartens are trained in part at secondary schools, but above all at upper secondary schools, as well as at institutes for the education of kindergarten school teachers. Teachers for the lower grades of basic schools are exclusively trained at universities for six semesters. The teachers for the higher classes of basic schools and those due to take up appointments at secondary schools are educated at universities for eight to ten semesters respectively.

The quality of the courses at these institutions is of decisive influence in forming the class consciousness and standard of specialized knowledge, as well as political knowledge among the student-teachers. For this very reason the Hungarian society holds great store by these pedagogical institutions. The recognition on the part of the educational authorities is confirmed by the material and cadre support afforded to these institutions, the number of places at the college hostels and many other matters not mentioned here.

The overall work of the teachers´ training institutions also has an impact on the formation of the professional awareness. However, the most marked effect on the professional awareness consists in the factors derived from the educational goals at the pedagogical schools, from the contents of the training, from the character forming work at the schools, from the atmosphere prevailing in school, from the standard of the practical demonstration lessons closely connected with the theoretical instruction and finally factors emerging from the quality of the youth organizations' work.

This list it not yet complete, but we must note that both the above-mentioned factors and those not mentioned serve a single aim. This aim denotes more precisely the educational programme of schools training teachers as follows, for its tasks are thus outlined: "The training of teachers marked by a communist world outlook and morale, having a command of their subject and devoted to their teaching profession, who are highly proficient in their specialized field and pedagogical erudition and are capable of applying their knowledge in practice, who are in a position to improve on and broaden their skills on their own".

Continuously new dispositions come to the fore in realizing the set goals, because the process of developing a professional awareness is ever in need of being supplemented. Of course we cannot mention all the problems and all the tasks, so let us confine ourselves to the few above-mentioned questions.

The results of the education oriented towards instilling a love for the profession, towards the art of performing a profession, depends on the relationship of the individual subjects, on the system of ties and bonds between the individual departments and chairs and their collaboration. That is why in recent years we have attributed a great deal of attention to the question of establishing co-operation between the chairs of the various subjects and the departments of pedagogics. Cases used to occur at pedagogical institutions where the chairs teaching certain subjects trained good experts in their field, whereas the chairs of pedagogics yielded good educators and educational personnel. In criticizing this inadequate attitude, we claim that a genuine arousing of a professional awarness lies, to a considerable extent, in whether the chairs of the various subjects collaborate in unison with the chairs of pedagogics, psychology, the methodologists and educators at experimental schools, whether they are all working towards our goal - to educate communist teachers. Of particular importance is the work at the experimental schools, for our intentions and plans for training teachers cannot be implemented without conducting an experimental school.

The experimental schools are an integral part of the teachers´ training institutes. 230-250 educators are on the staff of the chairs of education in the teachers´ training institutes. The standard of their work is reflected in the level of pedagogical training of the students, the development of their professional awareness. The future teachers learn from these educators to discern the problems of a socialist upbringing and form of instruction. An integral part of the students´ courses is the theory of education and psychology. Ushinskij writes that "it is possible and necessary to require of every teacher to carry out his work enthusiastically and to the best of his abilities. In setting about the education of man´s mental qualities, one must resort to all available sources, so that the subject can be studied as thoroughly as possible". That is why in the spirit of the resolutions adopted at the XIth Party Congress in 1972 we have set ourselves a new task, namely the enhancement of the work of the chairs of psychology and pedagogics and also the raising of the standard of the instruction of pedagogical disciplines.

Naturally the institutes educating teachers are first and foremost concerned with the pedagogical work of the teacher. That is also why the personality of the teacher is so vital. We put exceptionally high demands on university teachers and lecturers. We expect them to convey specialized knowledge and pedagogical experience and know-how, and in addition to have a share in forming the new teacher cadres in that they themselves will set a good example and pass on their own experience.

An integral part of the teacher's work is co-existence with the staff of an institution. That is why during training and education the students should be made aware of the future team work. With this aim in mind it should be explained to students, while they are learning, that apart from the didactic, educational work they will be functioning in a certain environment and that there will be some organizational work to be done in this sphere. The political influence in the locality of the school, or home exerted by the youth organizations is utilized to a considerable extent in implementing this task. Various forms of social community life function to the same ends, for example every two years the students' parliament from the pedagogical schools is convened, all-nation meetings of pedagogical school students are arranged, scientific hobby groups operate, students' committees managing the life in the hostels, etc.

In an attempt to show some of the problems connected with the content of education and define some of the tasks ahead of us, we must note that among the tasks now facing us priority goes to an intensification of complex instruction, integration, a unity of theory and practice. We have spoken here of our successes, but we must admit that there is still much work to be done in the sphere of integration.

A comprehensive state examination, which has been introduced long ago, may be considered as extremely useful in the process of the integration of subjects. In the course of the comprehensive state examination the graduate of a pedagogical school must prove his knowledge in his specialization, ideological matureness, a command of pedagogics and methodology. This is of particular importance, since the instruction at the schools is so far not approached on a complex scale.

The task we have set ourselves for the immediate future lies in an integration of the contents of the instruction, in an eleboration of a method of a complex pedagogical education and of a development of skills. Bearing in mind this complexity, the unity of the school theory and practice, we must investigate the role of specialized education, the ideological and pedagogical training and the practical implementation in schools - and all this in the realization of the overall aim of training for the profession. The task for the ensuing years will comprise an analysis of the ratio of the professional training in the teachers´ courses, and this in accordance with the above-mentioned principles. At present the share of the professional training, for the reasons given, is apt to be various at the different levels of training. At the universities the specialized instruction represents 60 - 75 % of the total syllabus. At the other higher schools the number of hours allocated to the specializations is decreased in favour of the psychological and pedagogical disciplines.

The differences in the ratio of the professional instruction, specialized and pedagogical at the various types of institutions training teachers are founded on good reasons. Neverneless we cannot conceal that today´s proportion, often evolved in the course of time, have reached an optimum from the point of view of educational needs. From the viewpoint of the necessity to prepare highly qualified teachers, having a perfect command of their selected subject, the provision of a good training at the institutions in the field of the chosen course is important. The syllabuses at the higher schools and universities does not represent a mechanical augmentation of the school matter contained in the syllabuses of secondary schools.

In an attempt to provide the students with a deeper scientific grounding we educate the undergraduates in those scientific disciplines not included in the syllabuses of secondary and basic schools. This by no means signifies that we do not stress the training of teachers for the work in schools.

We must see to it that the new syllabuses of basic schools and secondary schools are richer in comparison with the present ones, that thorough deliberation is devoted to them and that the teaching matter conforms to the knowledge acquired by the teacher during his training at pedagogical schools.

It is our urgent task to promote an effective tuition of Marxism-Leninism in the institutes preparing teachers, and this effectiveness must be enhanced. These subjects have a great influence on the formation of the teachers professional consciousness, for social envolvement, engagement in local public affairs, has its closest links with the political and world outlook education.

Apart from the positive results achieved in this field, we set ourselves the task of ascertaining ways and means of raising the effectiveness of the instruction in Marxism-Leninism, of strengthening its impact on the development of the teacher˝s personality and in forming his materialist world outlook. We are seeking a method to foster this influence to an optimum.

One of the stages of research into the effectiveness of the study courses is the actual pedagogical work and the degree of assimilation at the schools.

Taking into consideration the number and social status of the young teachers, we must endorse that they represent a large and numerically strong group of the intelligentsia. The teachers now entering employment have grown up in the era when the back-bone of socialism was being built. Their progress in science and in their studies, the development of their skills and finally the initial stage of their work is connected with a positive historical epoch.

The young teachers now beginning their careers in the schools will still be active in XXIst century. That is why we must make every effort to prevent them from having difficulties in adapting to the school from the very beginning, to see to it that their integration with the teaching staff takes the smoothest possible course. Even after the gaining of a diploma, the development of a professional awareness and the improvement of specialized knowledge remains ever topical. A more or less successful contact with the school environment depends to a great extent on whether the young teacher is a competent specialist, whether he has managed, and to what degree, to utilize the knowledge acquired during his studies for himself and for society.

Perhaps never before have there been so many ties as now between learning and practical life. The beginnings of the teacher's work, his integration into the general flow of social life happens at a very unfavourable period in his life. Now, after beginning work, the definite decision of a career choice crystallizes and moreover purely private matters too - in many cases it is now that the teacher sets up a family.

If we take into account the above-mentioned social and personal problems of the teacher, we realize that young teachers warrant attention.

The school staff, the trade union organizations, the Party organizations have a varied approach in admitting the young teachers among them. We are conscious of the great significance the reception given at work has for forming a professional awareness, what a strong impact is made by the working atmosphere, the example of a good educational team. In this respect our experience is fairly favourable, which we must attribute to the work of the Party organizations and the trade unions. Nevertheless here too there is still room for improvement. The young teachers complain that they are assigned various tasks not corresponding to their professional training and with regard to their personal matters there are sometimes problems with the organization of their private lives, starting a family and financial worries that remain in the background. They realize that they are not making use of the knowledge acquired in the institutions for training teachers. These complaints, even though at times subjective, deserve attention, for after all such matters are reflected in the professional awareness. That is why we must exert still more efforts to ensure young teacher-beginners a good start in their employment: we must give them the scope to do the kind of work corresponding to their training and interests.

The facilitation of the initial steps of the young teacher very much depends of the atmosphere prevailing among the staff and also the inter-personal relations existing at school. The staff are in duty bound to help the young teacher at the beginning of his career, they should strive to make him feel at home, they must prevent his enthusiasm from being damped, they must encourage him to join in the work with his fresh energetic approach, to make a good start in his didactic-educational work, in exerting his ideological-political and social influence. Unfortunately there are very many factors putting a brake on the development of a professional awareness. We may give instances of a lack of understanding for the young among the older colleagues, an unproportionate work load, not enough possibilities for enjoying community life.

Also in the sphere of the further education of teachers the resolutions of the June plenary session of the Hungarian Socialist Workers' Party clearly outlined the tasks. The resolution states: "Organized forms of teachers' further education must be established, forms that are attractive for the teachers. The best educationalists must deal with the question of further education. The forms of further education must comply with the needs of school life and must respect the interests of the teachers. All teachers must undergo further education at regular intervals. The participation in further education will give grounds for increments on teachers' salaries".

Preparations are now under way, in the spirit of this resolution, for arranging teachers' further education. The institutions connected with matters of further education intend to establish better working conditions for teachers, to make this work more meaningful and effective, as well as developing a professional awareness. The conception of the teacher´s work as independent work affects a higher evaluation of this profession. A lack of understanding of this point, a denial of this principle resulted in the past in a lowering of the teacher´s profession´s prestige.

Independent creative work will provide the possibility of utilizing various methods to achieve the results prescribed by the syllabuses. We are not concerned with an independent approach in the choice of the demands set the students, but with a freedom to select the methods leading towards attaining the contemplated aim. Independent creative work, an independence in the choice of methods - those are the conditions of further post-graduate education and self-education. In the final analysis not only independent creative work, but also the revolutionary advance of science and technology, the extremely fast progress of knowledge stimulate further education. The teacher, who wants to keep up with the advances in science, who wants to convey new knowledge - must currently follow the developments in science.

Not negligible also is the contribution of knowledge coming to the school via the pupil, who has acquired it from the mass media. If the teacher wants to integrate the knowledge gained in various ways, then it is his duty to supplement continuously what he has learned at the institutes preparing teachers.

All this points to the need to conceive the further education of teachers as an important instrument of school policy.

The Hungarian system of further education is based on the conception of further education and education being one organic whole. We should like to devise teachers´ further education as an inseperable part of education as such. For in the actual education we have elements giving grounds for a need of further education and improvement. Because it is our endeavour for teachers´ institutes to cultivate in their students the need for self-education and to continue in their education while they are still studying. In determining the content of the further education we take into account the material covered at the pedagogical schools, that is to say the standard of the teachers´ training.

Self-education is a very significant element in the teachers´ further education. By promoting self-education we are supporting an initiative leading to the development of self-education. We implement this by issuing auxiliary material and broadcasting appropriate programmes on the radio and television.

One of the most general pre-requisites for the further education of teachers is the transmission of ideological-political information, specialized pedagogical and psychological reports. We must also pay attention to the continuous raising of the standard of specialized and pedagogical work in the current forms of further education, and see to it that the programme of further professional education simultaneously fosters the teacher´s materialistic world outlook.

In accordance with the needs we have touched upon, we have prepared the organizational forms of further education. Essentially further education is carried out on three levels. The first stage is further education on a school staff level. We regard this form as very important, because the programme is flexible in adapting itself to the requirements of the given school, because it enables the solution of problems the teacher is faced with at the given moment at his school. Meetings of groups of teachers, various joint activities, lectures, discussions, consultations - all these are extremely important elements of our system of teachers´ further education.

The second stage of further education consists in practical methodological seminars under the auspices of the regional institutes for further education. Participation in these seminars is recommended in particular to those teachers who finished their studies over ten years ago.

The third stage of further education is carried out by teachers´ training institutions. The objectives of this education is a refresher course supplementing knowledge from the point of view of the specialized subject and that of pedagogics, in other words - a renewal of the diploma in teaching.

The task ahead of us for the next few years is the training of teachers to comply with the documents now under preparation. This is work to be submitted by the Ministry of Education as a point in the plan for further education for the immediate period to come.

In conclusion we must also give mention to the research being undertaken in the sphere of forming a professional awareness and the teacher´s education. This research is being performed with various degrees of initiative at universities and higher institutions of education. At the Lajosh Koshut University in Debrecen a research team was recently established to deal with teachers´ training. The pedagogical universities also have groups of researchers dealing with pedeutological investigations. The purpose of these projects is to ascertain the efficacy of instruction, the provision of assistance to active teachers engaged in correspondence courses, and especially the elaboration of effective forms of help - and the research into the prestige of the teaching profession. The research confirms that pedagogics is playing an ever greater role in teachers´ training and in forming professional awareness.

It is difficult to mention in a single paper everything about teachers, about their professional prerequisites and training. At the most it is possible merely to present an overall outline of the envisaged endeavours, results and problems and note that we are convinced of the justifiability of our measures, whose objective is the education of competent and perfectly trained teachers - from the specialized and pedagogical point of view - in an advanced socialist society. Our objectives are people, whose characteristic are their Marxist-Leninist conscious convictions, who will represent the driving force of social development.

Zhetcho Atanasov

THE TRAINING OF TEACHER CADRES IN THE PERIOD OF BUILDING-UP A MATURE SOCIALIST SOCIETY

The role of the teacher always has and is defined by the place it takes in society, as well as by the social function to be fulfilled by the school.

The Bulgarian Communist Party has given clear proof of its deep respect for the teacher´s work. "The teaching profession", says comrade Todor Zhivkov, "must remain an honourable profession in the future, because the future of the nation is growing up in our schools, its future working class, its future workers in agriculture, its future intelligentsia. The most dedicated people devote themselves to this profession and mostly they acquit themselves with wisdom and enthusiasm".

On our road to communism we are permeated with a deep optimism, that experts still better equipped and working with still greater devotion will come to our socialist schools in the future, that outstanding qualifications will be an ever more frequent feature of teachers enabling them to make their contribution for the benefit and advance of a socialist society.

The social function of the school in an advanced socialist society of the Bulgarian People´s Republic is laid down in the Party programme and in the resolutions adopted at Party congresses. The programme stresses that in the period of the formation of a mature socialist society the importance of popular enlightenment as a basic factor in the education of our society grows immensely. We aim at a highly educated and cultural nation capable of solving even the most difficult questions of social and scientific-technical progress. Concretely this means training highly qualified cadres of a new type, who would participate with understanding, well grounded and creatively in the socialist forms of production, who would find self-expression in professional activities. The socialist society, as a planned and organized one, cannot develop intensively and triumph if work is organized in a primitive way. Every type of work requires of the person undertaking it to have a high degree of general and specialized culture, which cannot be achieved otherwise than by general and specialized education.

Since the workers in the process of socialist production need not remain menial agents, but have the duty also to prove their creative approach to the work - according to the programme and also the resolutions of the XXIst Congress - the educational system has been entrusted with the task of forming a creative personality capable of overcoming difficulties and surmounting conflicts.

It is of exceptional importance for the workers to be citizens with a high mental and physical culture, educated in the spirit of communism and faithful to the Party. This means above all a deep trust in, a world outlook conviction of the just and regenerative work of the working class.

The fulfilment of these tasks depends on the social demands that pledge the expansion and improvement of a thorough education of all citizens in our socialist society. We should remember that inspite of the enormous successes in the field of education, the level of the broad masses of our society still shows marked differences as a heritage of the past. This means being quick to take measures. The historical task of bringing various people intellectually more closer to one another has fallen to the lot of the educational system. In particular a means to this end is a speedy transition to a general secondary school education. This is not only a near, but an immediate task, which should be fulfilled in broad outline in the Bulgarian People´s Republic by 1980.

The new social function of the school also determines the contents of the educational process. The register of scientific disciplines will be changed from the very foundation, new knowledge, vital for the improvement of scientific-technical training, will be included. The basic problem now lies in finding the most rational forms for applying knowledge in practical life, in connecting the theoretical sciences with the work on the lines of socialist enterprises. To this end the pupils are ensured the possibility of taking part in production, and thus to thoroughly prepare for production, and a socialist attitude to work is impressed upon them. The integration of the school with industry must again, in its own way, strive, to a decisive extent, for an improvement of the polytechnical education and instruction, and in particular for a preparation in chosing a profession for the pupil, for a complex education in the spirit of a communist upbringing.

One of the special problems the school must solve in Bulgaria is the integration of general and vocational education. This question above all concerns the structure, character and content of the unified polytechnical secondary school. It has been dealt with theoretically in the past, but its practical solution was brought up at the plenary session of the Central Committee of the Bulgarian Communist Party devoted to education in 1968. In his remarks for the political bureau, comrade Todor Zhivkov, in outlining the prospects of the polytechnical school, gave his detailed view on specialized education. "It is obvious," he wrote, "that one of our main tasks now is the establishment of a model of a unified polytechnical school. In elaborating this model we must be guided by the idea of the integration and interlinking of two historically evolved stages in the training of the young generation for life - the general educational and the specialized.

If in its development the socialist society aims at removing the difference between physical and mental work, then a reform of the educational system is required for the achieved objective of a communist education - the integrated development of the personality - to also bring about an all-round general education and at the same time specialized training. The command of highly qualified activities in the work process can only be successfully implemented on the basis of detailed theoretical preparation connected with continual activities linked with practical work.

The integration of a general and specialized education will be achieved by the establishment of unified general educational and polytechnical secondary schools. The introduction of new curricula and syllabuses has now been realized, following special experimental verification.

The reform of the unified secondary polytechnical school and specialized schools is taking place in accordance with the new economic tasks facing a mature socialist society and reflecting all the changes emerging from the potential of the scientific-technical revolution and the explosion of the information content of the sciences and arts. Besides this the new curricula and syllabuses take into account the psycho--physical peculiarities of each age group, afford greater scope for acquiring knowledge and skills and also the development of the pupil's creative powers to work independently in acquiring new supplementary knowledge. For the school is not only preparing for the present, but also for the future, when knowledge will continuously be more plentiful.

It is common knowledge that the scientific-technical revolution is producing deep changes in the general educational system. The leading role played by science has caused new technology to penetrate deeply into all branches of production. Work is becoming more technical, technology is being enriched and is being continually differentiated under the influence of new scientific results. Science, technology and work are mutually connected and inseparable. This means a fundamental change in equiping man to utilize scientific and technical knowledge. It has given rise to the need to ensure a high standard of education and a scientific realization of the possibilities of technology.

The new school represents an open system connected with a multitude of other components of the social system, and above all with production and culture. This determines the viability of the school contents and its task as a factor of professional intellectualization, socio-political and cultural effectiveness. It is a dynamic system, which reacts to every novelty and tasks arising, and commensurate to this supplements the teaching contents with new information necessary for social life and production. The reforms taking place in Bulgarian schools also raise the role of the teacher to a prominent position.

In the conditions of the revolutionary development accompanying a mature socialist society, the teacher´s role has seen an incredible growth, since he is faced with complying to the social demand of preparing an integrated personality, ready to build socialism and defend its achievements. The development of social productivity, the modernization of the material-technical foundations, the intensification of production, the society´s moral regeneration - all depends, to a considerable extent, on the teacher, to whom the nation has entrusted its future. In the present stage, though, the teacher´s work is becoming extremely complicated. His traditional function to convey knowledge and mould the pupil´s morale has now acquired manifold aspects covering numerous new components. Since the conveying of knowledge must be highly effective, for there is a need to prepare pupils for an intellectual and technical active share in the creation of material and spiritual values, since a desire for self-realization in work for society must be aroused in them, it is vital to include in the system of knowledge required in the syllabuses also the influence of the mass media to reinforce the impact of the actual teaching process, as well as enlarging on the usefulness of out-of-school information. It is conducive to teaching to employ technical means, to reconstruct the knowledge system as a stable component of the Marxist-Leninist world outlook and thus lend education a communist character.

Far more complicated are the demands being made on the teacher as the person passing on information and directing the moral development of the pupils. In the socialist school it is vital for education to lead to creative thinking, for a more active use to be made of an individual approach combined with group work to stimulate the abilities of every pupil, develop and educate talents, which constitute exceptional values in a socialist society. It is required of the teacher not only to be an experienced organizer of the teaching process, but for him to participate in the continuous and persistent merging of knowledge with practical work in production and with the demands of social life, to guide from the professional point of view, to skilfully prepare pupils for various forms of self-administration and the immediate direction of society. Apart from the fact that they must have a command of their subject and follow all the novelties in this field, the teacher in a socialist society must have a perfect knowledge of didactic and pedagogical methods of teaching and education, and in addition as a person and citizen he must be remarkable for his high communist morale, so that not only with words but by setting an example he brings up fighters for the victory of socialism and communism.

All this provides the teacher´s profession with a new facet.

Thanks to the Party´s care fundamental qualitative changes and quantitative shifts in the composition and training of teachers has taken place in recent years. May it suffice to note that the number of teachers in 1976 in comparison with the pre-war year 193% has increased by more than fourfold, while over 70 % of the teachers have gained university or partial university education.

In the Bulgarian People´s Republic there is now a unified national system of selection, training and further education of teachers, post-graduate courses in pedagogics for specialists coming to schools to teach from other professions, continuous post-graduate further education and the spezialization of teachers active as experts, a system for extending friendship ties with the socialist countries and integration with the Soviet Union.

It seems that the most important issue is the selection and personality assessment of the candidates for the teaching profession. That is why the necessary steps are taken for talented young people to be orientated towards this profession and maintained in it. New, more effective means are being planned enabling the achievement of this objective. The National Committees and other institutions are planning a certain number of scholarships to provide an incentive for experts to study. A system of mutual agreements and pledges is being established. Great importance is attributed to guiding school graduates towards taking up a teaching career. This is attended to by the schools, social organizations and in particular by the departments for school and career guidance, the Young Communist /Comsomol/ organizations and the teachers' organizations. In educating new teachers an optimum favourable correlation between the specialized-scientific, ideological and pedagogical training is sought.

Since the adoption of a national programme of aesthetic education all teachers will acquire the necessary qualifications in this field in future.

The pedagogical training of students specializing to be teachers begins from the first year of study courses at the universities. It is envisaged that in future student-teachers will spend far more time in school experiencing its life.

The expanding curriculum and changes in the educational system calls for the need of further experts to join the schools: engineers, economists, agronomists, doctors. They too must have the necessary pedagogical education and methodological training, therefore chairs of methodology and pedagogics have been established at many higher educational institutions, for example at the engineering-electrotechnical institute, at the K. Marx Medical Institute, at the Agricultural Academy and elsewhere, with an eye to preparing experts for work in the teaching profession.

The involvement of pupils in practical work in production also requires the workers in charge of initiating the pupils to be pedagogically prepared. It is important for the foreman in charge of the practical training to be in a position to help his pupils to have a command of the profession, but also for him to have the necessary knowledge enabling him to understand his charges´ psychology; he must learn certain methodological principles whose application would raise the effectiveness of the learning working process, he must also have the necessary moral and good citizen qualities. In this connection the firms, integrated with the schools, organize schooling and training courses of pedagogics for the foremen engaged in teaching practical work. Thus the learning process goes beyond the bounds of the school and penetrates deeply into the production enterprises.

Systematic care is also paid to the post-graduate and further education of teachers. This is a task carried out by all educational institutions. Close attention is devoted to improving the teachers´ knowledge in his subject and it is also the duty of the teacher to follow new trends in pedagogics. The universities where the teachers were trained as well as the scientific-research institutes are concerned with promoting the teachers´ qualifications and further education. In addition five specialized institutes for the teachers´ further education have been established in the Bulgarian People´s Republic. One of them specializes in qualifying cadres for trade union education in pedagogical and methodological further education courses. There is a tendency to make their work comparable to that undertaken by universities and scientific-research institutes.

There are all kinds of forms of teachers' life-long education. Commissions have been set up in schools to guide the teachers' methodological work, generalize and popularize pedagogical novelties.

Over 300 experimental schools have been set up in connection with the introduction of new syllabuses and the new organization of the pedagogical process. They provide active, scientific and pedagogical aid to other schools.

In the districts the overall methodological work with regard to the raising of the qualifications of teachers is conducted by the pedagogical departments. They launched their work following instructions from the state administration. Their task is to organize and control the ideological, pedagogical and methodological teachers' further education at all types and grades of schools and educational institutions. In order to stimulate the teachers' creative work and popularize their positive experience an extensive network of lecturers at district, regional and national level has been established.

The system of qualification degrees, introduced in our country ten years ago, has proved to be exceptionally effective. This is a non-institutionalized form. It enables teachers to acquire a knowledge of novelties individually in the sphere of pedagogics and their own subject. The qualification degree is recognized when the teacher achieves high permanent results in enlightenment-educational work and also if he passes successfully exams at the institutions for teachers' further education. The highest degree is awarded to teachers who have proved themselves capable of successful creative work in compiling textbooks and in scientific publications.

Soviet pedagogics and the Soviet educational system in practice constitutes a rich and inexhaustible source of experience for us as to how to train qualified teachers. We are extremely grateful for the highly expert assistance provided by Soviet educationalists and educators, as well as by those from the other fraternal socialist countries.

The new tasks and demands obligate teachers to strive for a higher education. Our future goal is for teachers of higher grades to have a university education. Since a major section of teachers active now acquired their qualifications at institutions not on par with universities, they will now after some practical experience at schools be able to complete their university education either extramurally or in evening courses.

The pedagogical training of the lecturers at the higher institutions preparing teachers also presents some serious problems. Most institutions have established didactic laboratories for universities, whose main task is the elaboration of questions concerned with the organization of the teaching process at the universities, particularly with a view to instructing student-teachers. To this end regular seminars are held to deal with the problems of university education. All the participants are young lecturers. A condition for good pedagogical prepration of the students, who intend to be teachers, is a well organized pedagogical and educational process at the higher institutions of learning.

As the teacher´s role in the schools of a socialist society is gaining in significance, so there is a need for the teacher´s work to become more frequently the subject of scientific investigation. This is dealt with mainly by the Bulgarian Academy of Sciences, the universities and the scientific-research institutes for work protection. The subject of investigation is: the character of the teacher´s work, the psycho-physical and hygienic aspects of the teacher´s work, the aptitudes and gifts for teacher´s work in various spheres in the profession and so on.

The objective in raising the efficiency of the teacher´s work must necessarily lead to a better material and technical ensurance of the teaching process. Polytechnical instruction is becoming ever more complicated and the teacher is no longer capable of performing all this activity alone. It is vital to have auxilliary staff /laboratory workers, technicians, workmen of various trades, etc./, who ensure that maximum use is made of technology.

In the period of technological advance the teacher is no longer the only source of information. The teaching process would not be effective, if he did not make use of the mass media. Exceptional prospects are open to television, although its potentials have not yet been sufficiently utilized. The Party has authorized the Committee for Culture to open and put at the disposal of the Ministry of Education and the Committee for Science and Technological Progress and the universities an independent television channel for transmitting school programmes, which will represent an important means of increasing the pupils´ knowledge, of enriching the procedures of conveying new knowledge and intensifying the teacher´s work. The specialized television channel will contribute benefits to the system of instruction by utilizing the knowledge and experience of the most prominent scientists and cultural workers, who will thus aid the teacher directly.

High-mindedness, a sense of social and moral responsibility have always been typycial of the teacher´s work, but in the conditions of an advanced socialist society the demands have grown. Every teacher is in duty bound in every case to be a good expert in his field, but today there is an incomparably wider range of demands for scientific qualifications, because the subject the teacher is teaching is continuously being enriched, is fast and dynamically changing. The role of the teacher as the only, or almost only, source of information is a thing of the past. Now pupils acquire knowledge from more sources - the mass media. So that the teacher´s knowledge must represent a high standard and must include all the new discoveries. He must embody this knowledge into the complicated system of the teaching process. This requires him to be highly competent and sensitive in assimilating the new.

Equally high are the demands made on the teacher´s pedagogical preparation. The instruction and education cannot be performed according to a single pattern, a routine conceived as a mechanical trade. The teacher must combine the most varied forms of intellectual and moral influence on the pupil, he must skilfully interweave his own approach with the impact of various factors - the intellectually enhanced environment, the influence of the pupil´s fellow students and his cultural life. In addition it is his duty to preserve his position as the leader and organizer of the process of instruction and education. The teachers of almost all subjects are required to orientate themselves in the trends in the society´s industrial development, which enables the combining of didactic and educational work with the training of the young for active participation in productive work. Consultations should serve to help in the specialized training and in the choice of a career. A vital feature of teachers has always been a high moral standard, persons who set an example to others in their deeds. But today the demands in this respect have grown immensely. The teacher must be a model of high principles and dedicated to the cause of socialism and communism, he must embody the characteristics pertaining to a man of our time. His personality must blend the features corresponding to the moral ideals of communism.

Teachers´ training - this is a question of training the kind of people capable of forming and educating truly valuable people for our society - intellectually scintillating, with a creative approach to science, dedicated to the cause of the socialist revolution, capable of orientating themselves in contemporary problems and with regard to future prospects, who are paragons of moral behaviour. There can be no place for compromises as far as these requirements are concerned. The teacher must form the personality of young people, prepare them for the future - for a communist future.

Guided by these principles the Bulgarian Communist Party and our socialist state is paying exceptional attention to matters concerning the training of teachers. At the same time we are very interested in the results achieved by the fraternal socialist countries in this field. As scientific workers, responsible for advance in the educational field, we wish to exchange experience, we want to devote our energy to raising the standard of teachers' education, so that our teachers can creatively and actively perform their share in building-up a mature socialist and communist society, so that the ideas of social good, justice and beauty may triumph.

The results in the educational field in our socialist countries are the result of the victory of the ideas of the Great October Socialist Revolution, whose sixtieth anniversary we are celebrating this year. The revolution is prevailing in all walks of life, it will also triumph in people's moral attitudes, in their relationship to material and spiritual values, in their sense of responsibility and in their dreams of the future. In this overall endeavour the teacher fulfils his task as a soldier of the revolution, as an educator of the generations capable of transforming ideas into facts.

Nguyen van Lé

THE TEACHER - THE MOST IMPORTANT FACTOR IN EDUCATING A NEW MAN

The teacher's role - as the most important factor in educating a new man - is of decisive significance for the building-up of socialism. Its significance was stressed many times by our Party and its chairman Ho Chi Min, who said: "In order to build socialism, we must first create a socialist man".

The role of the Vietnamese teacher is closely connected with the revolutionary struggle of our people, which took place in two stages:

- the thirty-year stage of the anti-imperialist war /from 1945 to the victory in the spring of 1975/
- the stage of building-up socialism in the post-war period.

During the period of the thirty-year anti-imperialist war the Vietnamese school was entrusted with two parallel functions: it educated youth prepared to defend their country and capable of building-up socialism.

During this cruel war the Vietnamese teacher, instilled with the revolutionary spirit of the Party, conceived educational work as a genuine "front" and fought for its development even under the shower of American bombs. Schools were not closed down even in the darkest period of guerilla warfare. The network of classes and schools was spread over the entire system of trenches and shelters built in all parts of the country. Our children were able to learn in provisional buildings protecting them from the consequences of war. In the North 200 thousand teachers were at work /from this number 30 % were communists and 60 % members of the Union of Communist Youth of Ho Chi Min/. This group had three characteristic features:

1/ A close tie between its activities and the revolutionary principles of the country, a close connection between a love for the profession and a love of the young generation with the communist ideology.

2/ A simultaneous fulfilment of the task of the teacher in a given discipline and functioning as an organizer of production and social activities in school - a combining of science with practical life, education with productive work and school with life.

3/ Maintaining a close connection between the activities of the individual and those of the pedagogical staff, between the education in school, in the family and in the social organizations - for establishing conditions enabling the education of the young generation.

Thanks to these features, which are typical for our teacher, our schools are to a great extent responsible for a complete victory, they became - as our schools are described - "the most beautiful blossom in the garden of socialist flowers". The youth, educated in our schools, have become courageous and intelligent fighters, they are fired by a patriotic spirit and a love of socialism.

In South Vietnam, especially in the towns, the youth has succumbed to the deep influence of American culture and neocolonialist ideology in the course of the almost twenty years of American rule. The most terrible consequences of bourgeois American culture are evident to this day /in one form or another/ in South Vietnam.

The American puppets transformed the school into a centre of ideological influence on the youth and instilled in them from their childhood anti-communist nationalism under the guise of "a defence of human rights" and "liberty". The cult of material things, the existentialist consumer practice among youth declaring material delights to be their life aim, narcotics, prostitution, treachery, offences of minors and crimes went hand in hand with the Americans on their road to Vietnam.

The schools in South Vietnam, which remained under American administration, amassed reactionary elements. The Americans in conjunction with the Church and upper class bourgeoisie introduced a control of the educational system. The religious sects /Buddhism, Catholicism/ and private people opened private institutions - from kindergartens up to universities - and transformed them into centres of capitalist accumulation. And these disseminated religious doctrines and the ideology of anti-communism. In the school year 1969-70 60 % of the schools in South Vietnam were private, in the school year 1973-74 the figure was 49,5 %. The network of schools was developed above all in the administrative centres /in the regional towns etc./.

The American approach to the selection of children resulted in not more than 7 out of a hundred children, beginning to attend the first class, from reaching the last /twelfth/ one. Naturally these were children from higher social strata.

Since the day of liberation we had to organize an educational system in South Vietnam for 4 - 5 million illiterate people /youth and adults/, repair bombed out schools and build thousands of new ones.

Most important was the liquidation of the unestimatable consequences of the neocolonialist education, whose traces have remained in the hearts of thousands of young people. To meet the needs of the new enlightenment in South Vietnam we had to reduce the number of teachers of the old regime by over 100 thousand and educate thousands of others.

In this connection the most burning issue was the education, re-education and in-service education of teachers in the socialist spirit. The task of the Vietnamese teacher is firmly and closely connected with the enlightenment policy of our Party in the new historic stage.

The resolution of the IVth Congress of the Communist Party stipulated that the teacher's most vital task is "to be in charge of the reforms in the entire country so that the system of popular enlightenment is closely linked with the socialist revolution ..."

The Congress of the Party defined the socialist Vietnamese as "a worker of a new type, who holds joint responsibility for the collective government of the society, developed in all directions, armed with patriotic fervour and proletarian internacionalism".

The Congress spoke in concrete terms of the objectives of the new enlightenment /the new educational system/ as the education of a new working class in the spirit of socialism, armed with a socialist morale, having a basic intellectual standard, technical knowledge and the vital training in the field of working methods, an aesthetic sense and enjoying good health.

Our Party has confirmed that for the realization of these prerequisites the school must be more strongly instilled with the fundamental principles of socialist enlightenment, the combination of science with practical life and with the teacher´s profession in school, which is linked with the life in society.

These Party conceptions transpire from the Marxist-Leninist ideas on education and are in accordance with them "the connection between the school and productive work is laid down as the only method capable of educating integral man".

Under the influence of this policy the reform of the general educational syrtem in Vietnam has in recent years been undertaken in three directions: a reform of the structure, the curricula and syllabuses, the organizational forms of work of the pupils.

The seven-year basic school /children from the age of 7 to 14/ provides the children with a general education, develops the mind and skills, enables them to continue studies at secondary school and also trains and educates them for vocations.

The aim of the secondary school /from the 8th to the 10th grade, for youth between the ages of 15 to 17/ is continuation and completion of higher general education, an expansion of a polytechnical education, facilitating the choice of a career and the organization of work, enabling a direct participation in production for the material benefit of society. This gave rise to the form "half work - half science" - an active manner of combining school with productive work. In these new schools the pupils have formal instruction for half a day and the second half is devoted to a participation in productive work. This also gives them the opportunity of earning money and paying their way while keeping pace with the syllabuses at secondary school standard. The graduates of these schools show a harmonic personality development: they are well prepared for work in a community, they acquire a secondary school education, sound health and in addition knowledge in the field of the organization and management of production.

In other general educational schools the pupils take part in productive work only for one day a week. This work is organized in various forms, depending on the age, sex, standard of education, the concrete local natural and economic conditions. The pupils of the upper classes are given guidance enabling them to join in the work with the workers and "co--operative" farmers. In these circumstances, supervised by the teachers, they can take an active part in the three revolutions being realized in the given locality: the revolution in the work productivity, the scientific-technical revolution and the ideological and cultural revolution. Through this activity, this joint effort, the pupil´s personality is developed and formed.

Taking into account our fundamental concept we are paying particular attention to a good organization of the pupils´ work productivity while bearing in mind the school objectives. In particular from this viewpoint it is the role and task of the teacher to be prepared for extending the pupils´ out-of-school activities consisting in the productive work carried out by the children and their families in the workshops. Thus the teacher is responsible for organizing in most of our schools pupils´ brigades entitled "pupils´ brigades - candidates to be good students and good workers in production". The formation of these brigades is connected with the economic conditions in Vietnam. In our country the vast majority of the students must be directly engaged in production /on an average half a day daily/, to ensure their families some partial earnings. Moreover this work is subject to the economic conditions, while often being badly organized, above all at the low level of productivity there exists at present. In addition this work is a burden for the children, results in them having very little time to learn their lessons and can also hamper their physical development. "The pupils´ brigades - candidates to be good students and good workers in production" are entrusted with production tasks, which also make for the realization of educational aims. These brigades guarantee the pupils a rational share of hours to be allocated to work and to study. Each brigade is headed by the pioneer organization and a teacher-supervisor, which applies to all youth in the given environment and workshop. The work organized in this way fulfils a double aim - an economical and pedagogical one.

Teachers in general education now number 327,000 /this includes over 50 % of women/. This cadre of people are typical for their firm intent to rebuild a destroyed land, for their desire to establish a socialist educational system throughout Vietnam. At the same time we must overcome the following difficulties:

1. The standard of education is not high. Out of the teachers employed at schools for the 1st to the 4th grade only 73 % have accomplished a complete secondary school education, and only 50 % have finished a three-year university course. And out of the teachers for the 5th to the 10th grade only 24 % have completed a four-year university training.
2. The technical and organizational knowledge is limited, in spite of the fact that polytechnical education, the organization of work and social activities are supposed to be corner stones of the socialist school.
3. Our material foundations are inadequate. We also lack the teaching methods essential for fostering efficient instruction.

Since the liberation of our country, we have undertaken research into the teachers´ work and have dealt with the following problems:

1. The socio-economic status of the teacher in a society building-up socialism.
2. The current conditions for the work and life of various groups of teachers in Vietnam and their perfection.
3. The factors promoting and limiting the efficiency of women-teachers´ work.
4. The special features of the mental and creative work of teachers.
5. The special features of teachers´ educational and didactic work.
6. The ability to utilize the teacher´s working hours. The critical moments in the teacher´s time-table. Proposals for teachers transpiring from the scientific research.
7. The tradition of instruction in Vietnam in a historic survey.
8. The specialist qualities of the teacher as an important factor determining the efficiency of the pedagogical work.

The data gained in the research were submitted to the conference devoted to teachers, which was recently organized by the Institute of Pedagogical Research.

These results contributed to the growth of the teachers´ professional independence and not infrequently also to a rectification of social organizations´ and authority´s attitudes towards the teaching profession. These results constitute the basis for preparing a plan of work and rest for teachers with a view to the specific character of this profession.

Our nation triumphed in the end in the struggle against American imperialism. There is no doubt that we attained this victory thanks to the moral and material assistance provided by the Parties and governments of the fraternal socialist countries. We have utilized the fraternal aid of the socialist countries both in the process of educating teachers and other personnel and we have made particular use of the results of Soviet pedagogics. We should therefore like to express at this assembly our sincere gratitude to all the fraternal socialist countries for their support and valuable help.

In conclusion I should like to extend my most cordial thanks to the Minister of Education and the Polish comrades who enabled us to take part in this conference. We hope to be able to make use of the many suggestions and the experience of the socialist countries in speeding up the evolvement of a socialist educational system in Vietnam.

Virgiliu Radulian

THE TRAINING AND FURTHER EDUCATION OF EDUCATIONAL PERSONNEL IN THE RUMANIAN SOCIALIST REPUBLIC

Man, the harmonic development of relations between the individual and society, the all-round development of the personality in the entire society ever remains the centre of attention in a socialist and future communist society.

In the present stage of development in Rumania based on the strategy devised by the Rumanian Communist Party, which represents a creative assertion of Marxist-Leninist ideas in the objective and specific conditions of our country, we may observe major changes in the sphere of work and life conditions, which aim at raising the society´s standard of living. That is also the reason why in all the programme prognoses and measures adopted by the Party - both in the economic and social sphere - the focal point are the working people. The education of a socially conscious man, a communist, equipped with rich scientific and technical knowledge, with a highly developed intellect, lofty social consciousness, a man capable of grasping the demands made on him by progress and acting accordingly - this is the goal Rumanian education, science, the complex political-ideological and cultural education of the broad masses is aiming at.

As a source of culture and civilization the Rumanian educational system is undergoing revolutionary changes in these conditions. We are now at the stage of integration of this system with research and production, with benefical social work, which constitutes an original approach to this matter, approved by the highest Party authority, namely the secretary general, comrade Nicolae Ceausescu.

The integration of teaching with scientific research and production represents a means of political commitment and a full control of the educational potential with regard to the complex education of our society. This leads to a new understanding and conception of the structure and functioning of the educational system and clarifies the profound changes in the final objectives, in the organizational structure, in the contents, methods, technical-material basis and its evaluation, and also in the training and further education of the educational personnel.

Thanks to this integration every school is becoming a mighty educational institution for scientific, technical, specialized professions as well as providing a cultural background for future specialists and experts, in that they participate directly in lectures, research, creative work, in practical work in the school workshops and elsewhere.

The immense efforts exerted by our state under the immediate leadership of the Party to modernize the educational system from the point of view of integration with the scientific-technical research activities and productive work sets itself the following aims:
- to organize the contents of education as an indivisible whole, in which the chief attention is focussed on the unity

of science and technology and their joint impact for the benefit of changes in the socio-technological relations, the rationalization of knowledge in ecology, nature and society;

- the conveying of science not in the form of something stabilized, but something being currently investigated, searched, as a genuinely productive spur and opening for the development of a communist personality;
- to perfect the didactic procedures, with particular regard to methods of rousing activity, making use of youth´s knowledge potential, developing their creative aptitudes fostering a sense of responsibility;
- to pass on knowledge from the social sciences for the study, development and participation in political activities, in order to promote dialectical thinking among youth, their independent attitudes, to enable them to evaluate the changes taking place in our country and throughout the world from the standpoint of our Party. The integration of education with research activities and the process of production augments the effectiveness of educational work in the communist spirit and at the same time enlivens school activities as well as intensifying the collaboration between the school and the youth organizations, between the workers in enterprises and farmers, between the family and cultural-educational institutions. Thanks to a sufficient influence exerted by these factors and their mutual impact the youth in schools and at universities gain a live contact with culture, their communist life ideals are crystalized, and this in the conditions of socialist revolutionary humanism founded on the principles and

norms of communists´ work and life, in the light of communist ideas elaborated by our Party. They identify their behaviour and activities with that of the Rumanian Communist Party, they work with enthusiasm, take an active share in the nation´s public affairs, develop their love of their homeland, they are educated in the spirit of internationalism, fraternal sentiments and respect for the socialist countries, for all the working people, for everything that has been created in the field of science and culture in the world.

The issue of the leading role of the Rumanian Communist Party in our present-day society, the lines along which the extent and methods of its work are developing, are becoming the subject of comprehensive theoretical treatises and actual deeds. In analysing the development trends our Party takes into account the objective prerequisites and demands, the experience gained in the various stages of the development the Rumanian society and the socialist movement in the world as a whole has undergone. This experience has confirmed that the establishment of our social order is only possible through the evolvement and perfection of the leading role of the Marxist-Leninist Party, the vanguard social force, the only force capable of devising a policy with broad prospects that would be an expression of the fundamental aims and interests of the people participating in the process of building-up socialism and communism.

The major successes in our country testify to the correctness of the policy of the Marxist-Leninist Party in the educational sphere, the development and perfection of the educational system, is a proof of the effectiveness of the Party leadership.

From the organizational and structural point of view the latest new facilities include the expansion in the sphere of general education, the differenciation of instruction in the upper secondary schools and the organization of higher education at various levels. As a result of profound changes that have taken place in recent years our educational system now has the following image:

1. Pre-school education manages to cater for over 70 % of children between the ages of three to six. By 1980 it will be 80 % and for the age group 5-6 years it will reach 100 %. A novelty of this stage of instruction is the introduction of various types of infant schools, the adaption of the syllabuses of the infant schools to the instruction in schools, the fostering of the children´s psychic processes in a broad context of relationships with the formation of the essential habits for work, learning foreign languages etc.

2. Compulsory general education lasts ten years and applies to all children from six to sixteen; it consists of three stages, which are independent to a certain extent and correspond to the biological, psychic and social stages of development: Stage I includes 1st-4th class, the secondary school stage the 5th-8th classes, and the last stage represents the first phase of the upper secondary school /Ist and IInd class/. In accordance with the new structure the syllabuses and textbooks have been improved, also the teaching

procedures and methods of evaluation. Thus 40 % of the weekly lesson time is allocated to the arts and social sciences, 31,8 % to natural science subjects and mathematics, 22, 8 % to arts and crafts, 6 % to the instruction of practical subjects. In order to develop the gifts of talented pupils some schools teach according to elaborated syllabuses musical theory, music, applied arts, ballet and sport. There are special schools for physically or mentally handicapped children and for those difficult to educate.

The graduates of the ten-year school receive together with their reports on the completion of their studies a certificate denoting the qualifications achieved in a certain field, which enables them to take up work immediately on leaving school.

3. Instruction at upper secondary school is carried out in two stages: the last two forms of the general educational school /the above-mentioned first stage of the upper secondary school/ and the IIIrd and IVth classes of the upper secondary school, which have an optional character. Those attending this second stage are prepared either to take up courses at universities, or are trained for professions in production.

In harmony with the overall plan for the development of the educational system, the most important feature of this stage is its expansion to cover the pupils´ general and well-balanced cultural standard as well as promoting their training in some specialized field. This has also led to the upper secondary schools being established with various orientations, thus avoiding the former dispersion of the disciplines, where the general education is enhanced and the students are afforded the possibility of concentrating on the preparation for a particular profession in the various fields of industry, agriculture and elsewhere. The polytechnical education, qualifications with a polytechnical orientation, the possibility of a transition from one field to another in accordance with the needs of the social development represents a qualitative change in the division of labour, elevates man´s personality, ensures the integration of the interests of the individual with the general requirements of society. The perfection of the upper secondary schools´ activities goes hand in hand with the national economic plans and the programme of labour distribution.

4. Technical and vocational training is provided for a large group of youth in the form of two basic types of didactic-educational activities: the vocational schools, day and evening ones, in which the courses last from two to three years for the graduates of the 7th grade, and from one and a half to two years for the graduates of the tenth grade. Apart from the general educational subjects taught at secondary schools the syllabuses here include technical subjects to enable the pupils to specialize. In the school years 1974-76 our vocational and technical schools prepared pupils for 91 specializations in the most important fields.

5. University education ensures the influx of cadres with a university education for all branches of the economy, science and culture. A university education includes the

following types of schools: universities, institutes, academies and conservatories. We also include in this category so-called post-upper secondary schools providing education in 86 specialized subjects. Some universities /the polytechnics, building institutes, etc./train assistants to engineers, architects, doctors as well as specialists in other professions.

Today the basic issue is the improvement of the content of courses at 42 universities and the methods of instruction. Some of the 42 universities have been established in recent years. In Craiova, Brashov and Galati they have been newly opened. It has been stipulated that the study courses there should last from four to six years.

The overall problems of the further development of education at a higher stage were the subject of extensive discussions inaugurated by President Nicolae Ceausescu in September 1974, when the programme of activity in this sphere was devised. In accordance with the economic, social and cultural requirements special attention was devoted to the types of specialization. The new list of specializations, study courses, adopted in 1975, presumes that the organization of education be conducted on a higher level according to the "basic profiles" corresponding to the extensive spheres of science, technology and culture. Today 89 specialized programmes are implemented. The students reading a particular subject spend the first 2-3 years studying the general aspects of the programme. Specialization is carried out in the last years closely orientated to a certain profession.

With a view to the Party´s intention to integrate education with scientific research and the production process, each scientific field must establish also an instruction centre, a research laboratory and a production enterprise. In this connection some branches and study courses have been located in large industrial centres, so that they can utilize the industrial technical potentials. A unification of matters concerning production, designing and research have been organized at all technical universities; workshops, computer centres, experimental laboratories etc. have been integrated. This association works according to a plan embodied in the plans of the ministries, central authorities, Academy of sciences and research institutes on the basis of agreements envisaging the realization of the individual tasks. The students also work systematically in production in accordance with the demands of their future professions.

The activity aimed at improving the system and process of education is presented by our Party as a complex task having a deep impact and far reaching prospects; it is directly connected with the process of development and modernization of the productive and social forces, with the society´s entire advance.

1. The realization of the programme to build an all-round developed socialist society and a transition to the building-up of communism depends on the raising of the standard of education, on a higher standard of qualifications and the organization of the process of further education of workers in

the various spheres of economic life.

2. The further education of cadres for all branches of the economy now represents the basic concept in the management theory and the main subject of our Party´s policy.

The Party has elaborated a detailed programme and has created optimum conditions for implementing such objectives as the education /training and further education/ of teaching cadres at all levels and grades of instruction. The educational personnel for kindergartens and infant schools /supervisors/ and for Ist-IVth grades /teachers/ are trained at five-year pedagogical upper secondary schools and at two-year institutes for the graduates of general educational upper secondary schools. The teachers for the higher grades are trained at universities in courses lasting from four to five years, or also at institutes with three-year courses /extramural courses are one year longer/. In recent years there is a considerably smaller difference in the quality of the specialized and pedagogical training of student-teachers for the upper grades. This has been achieved by reducing the allocation of hours to psychology, pedagogics and pedagogical psychology, by organizing the actual practice in schools on broader lines than hitherto. At the same time the contents of the scientific disciplines has been re-constructed to correspond to the currant standard of tuition and the educational problems.

In the field of specialized training we have gone over to ensuring the training of a broad profile, in other words a two-subject specialization - by introducing related subjects, which supports the inter-disciplinary training of teacher cadres.

The means employed in the implementation of the integration of education with scientific research and production is the directing of the training of educational personnel towards an education depending on a creative imagination and scientific research. This education is concretely realized in the lessons during which the students get acquainted with the techniques of individual and independent work and also acquire the art of conducting scientific research. This is then demonstrated in the scientific attitude towards education, towards the evolvement of imaginative thinking and behaviour, in the effective training of the students in gaining a knowledge of the didactic-educational process /in the practical work at the schools/, as well as in the scientific activities of the universities cadres.

In connection with the rising importance of schools in an advanced socialist society the acquisition of educational methods encouraging pupils´ active participation, of the skills to fulfil the new role on the border line of the teacher´s function, of the skills to collaborate with all the centres having a share in the education of youth and exerting an affective influence in the social and political respect /youth organizations, the family, cultural-educational institutions/ is gaining ever greater ground in the process of teacher training for the lower and upper classes.

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The elevation of the standard and quality of the work of educational personnel takes on particular importance in the context of the great labour fluctuation in various professions, while there is a fast growth in the demands in relation to the workers' activities in all branches and posts.

There is a relationship between the standard of further education and the reform of the educational system. The development of education as a whole depends on this. In this sense education, thanks to the mutual dependence of education, scientific investigation, production and services, fulfils the role of a political and strategic organizor of the centre that enlarges upon the possibilities of development and the modernization of our socialist society along the lines outlined in the programme of the Rumanian Communist Party.

Further education is becoming an integral part of the process of the training of educational personnel. Today above all it fulfils the function of conforming to the new aims and is guided by the objectives the educational authorities stipulate to be realized. It is intended and organized as a continuous supplementary education for teachers, as a process for the optimum utilization of the existing cadre reserves in the educational system and in society - further education demonstrates a dynamic sensitivity to the changes and has a self-regulation ability based on its connections with all the elements of the educational system. To further promote these self-regulation possibilities it has at its disposal a central research centre, a network on instruction centres and information mechanisms capable of devising corrected models, presenting progress in science and didactics, signalizing the needs for the development of the system and evaluating the results.

A similar conception of the further education of teachers assumes the extension and strengthening of their share in all spheres of the educational system and in all educational processes in the country as a whole. From this viewpoint the educational cadres participate in the evaluation of the educational policy, in defining professional norms, rights and duties of the educational personnel, in the devising of syllabuses, textbooks and teaching aids, in modernizing pedagogical methods, in organizing, developing and utilizing pedagogical research. All this is conducive to fostering the educational personnel's revolutionary spirit, their understanding for the profound changes taking place in the educational system and the communist responsibility for these changes.

The system and forms of the further education of teachers in the Rumanian Socialist Republic constitute:

1. Cyclic periodic further education every five years, compulsory for all teaching personnel /teachers-supervisors, the teachers at basic and secondary schools, lecturers at universities/. It should be emphasized that in the period from 1972 to 1976 over 225 thousand teachers have participated and completed various forms of further education.

2. Continual further education: after three years of

practical teaching, teachers are subject to in-service training in didactics and methodology.

3. Didactic degrees /I and II/ are gained for scientific qualifications on a higher level. This system functions on a complex, inter-disciplinary and differentiated scale.

Simultaneously special forms of further education are organized for cadres working at special schools, in children´s homes etc.. There are also special further education forms in the course of the teaching process.

Special attention is devoted to the continual political--ideological education of cadres in leading functions in education /principals of schools, chief inspectors. rectors, vice-rectors, deans at universities, employees of the Ministry of Education/. This activity is carried out in close collaboration with the Party Academy of the Central Committee of the Rumanian Communist Party and the district Party schools as a higher form of further education and training of cadres. This is also a form of obtaining results for the research carried out at the above-mentioned institutions in the sphere of teachers´ training and further education. The integration augments the effectiveness of the research already while it is being performed, and enhances the problems of psychological and pedagogical research connected with the development of education. In these circumstances, on the basis of a modernization of the educational process, further education is achieving new successes.

The integration process thus assists in improving the instruction system in our schools in accordance with the programme of the Rumanian Communist Party. As from 1980 a twelve-year compulsory school attendance will be introduced in Rumania. This will mean a step forward for the whole Rumanian society of advanced socialism on its road to communism.

In the present stage the trends according to which we are developing activities in the sphere of teacher personnel's further education are as follows:

1/ to submit the essential spheres of the development of science through scientific disciplines, for which the appropriate programme of further education is elaborated. Here they will find a reflection of the basic trends of development of scientific knowledge: the indications of a new character of structural changes and methodological procedure in getting to know the realities of our environment. We assume that the educational personnel are endowed with a broad scientific outlook and so are capable of flexible thinking and of gaining supplementary qualifications vital at certain stages and moments in the educational process;

2/ to arouse an inter-disciplinary awareness as an important feature characterizing contemporary science, and this by calling to assistance various scientific disciplines when introducing problems requiring a solution: to find a reflection of their integration in the syllabuses as a means of a revolutionary reform of education.

We include among the demands made by contemporary science the ties with the contents of the programmes of further education and the school syllabuses. These ties are based on the principle of mutual pledges: on the one hand the progress in scientific knowledge requires that it is gradually projected in the school syllabuses, on the other hand the pedagogical staff do not merely represent an instrument for educating the future citizens, but also a source of a reconstruction of and introduction of novelties to science.

The programmes for further education in various specializations are elaborated with a view to learning of the changes that have come about in teaching techniques. The realization of educational ideas are projected above all in special programmes in the sphere of pedagogics, pedagogical psychology and the methodology of general educational subjects, and this guides the teachers towards imaginative thinking and the formation of up-to-date didactical-educational habits, to recognizing the general and particular laws of the teaching process, to utilizing differentiated teaching approaches, both group and individual for the benefit of raising the effectiveness of the school work, heightening the chances of success and avoiding failures at school, to cultivating among the pupils the fundamentals of a materialistic world outlook in the spirit of dialectics and for the sake of their moral-civic education in the revolutionary communist spirit.

With the prospect of achieving a maximum degree of clarity in the ideological and political conception, the third section of the contents of the further education programme deals with political-social knowledge attained at special courses devoted to scientific socialism and Marxist philosophy. They are organized with the aim to equip the teacher--students with the knowledge connected with the main tasks of the policy of our Party, with the development of a sense of deep responsibility for the entire activity in the sphere of education towards communism, performed by all the citizens of our socialist country in the course of building-up an integrated developed socialist society.

The programme of the Rumanian Communist Party in the sphere of building-up a developed socialist society and the approach of Rumania to communism, adopted at the XIth Rumanian Communist Party Congress, opened up broad prospects for elevating general education to a higher level. It is an appeal to everyone to contribute to the training of the essential modern production force of a mature economy. The programme envisages the general attendance at and the improvement of the first stage of upper secondary school /1976-1980/ and then after 1980 a transition to a general attendance at the second stage of upper secondary school, when we want all young people to attend school for twelve years.

In the address delivered in November 1974 at the XIth Congress of the Rumanian Communist Party the Party´s secretary general comrade Nicolae Ceausescu stressed that the implementation of the Party programme depended to a decisive extent on the rasing of the workers´ qualifications. This then is the reason why we must take all measures to ensure the professional training of youth to attain the highest level, to improve the knowledge and skill of all the workers, including technical and managing cadres.

Hence there is an increase in the number of specialized secondary schools, which in future will cater for at least 70 % of all the pupils. In the five-year-plan 1976-1980 180-200 thousand people will attain a university and polytechnical education, and out of this number 80 thousand will achieve a technical education. In the same period it is assumed that almost two million people will gain specialized professional training. All this is subject to the extension of education at all levels, the increase of the specialized secondary schools, especially technical and agricultural schools, the expansion of technical schooling, post-secondary school and university courses, the up-dating of the training of pupils and students by a more determined application of means integrating education with scientific research and production.

Bearing this in mind the school is in duty bound to ensure the training of youth for life and work, and at the same time attain the point where the pupils have a command of the latest achievements in science. Meanwhile exceptional attention is paid to the educational function of the school, its contribution in cultivating the noble aspects of the morals in new man, the builder of socialism, in the youth, to the development of the revolutionary spirit among the younger generation in building-up socialism and communism.

All this points to the continuous care afforded by the leadership of our Party and state to a consistent modernization of the Rumanian educational system, to the training and further education of educational personnel on the basis of new revolutionary principles in accordance with the concrete needs of the present development and the prospects of the Rumanian society.

Karel Čepička

THEORETICAL PROBLEMS OF TEACHERS´ AND EDUCATIONAL PERSONNEL´S LIFELONG EDUCATION

I should like to convey to this assembly on behalf of the Czechoslovak delegation the most cordial greetings from the entire community of Czechoslovak educators headed by the Minister of Education of the Czech Socialist Republic, Associate professor Milan Vondruška and the Minister of Education of the Slovak socialist republic Professor Juraj Buša, CSc. I should also like to pass on the greetings from the teachers from all the various stages and types of schools and from educationalists and theoretical psychologists.

The role of the teacher´s and supervisor´s personality, to be under discussion at our meeting, remains indispensable even in the period of intense scientific-technical development of the socialist society. It is expected of the teachers and educational personnel that they bring to life the fundamental changes in our educational system, which are necessary from the point of view of the socialist society´s future, that they will prepare their pupils to be creative personalities capable of coming to terms with unforseen circumstances in their future work and life that may occur in the fast moving socialist society.

In principle the directives for the perspective development of the educational system were laid down already in the resolutions adopted by XIV Congress of the Czechoslovak Communist Party, by the July session of the Central Committee of the Czechoslovak Communist Party in 1973, and in the resolutions of the Czechoslovak Communist Party´s XVth Congress. The policy of the further development of the educational system for approximately the next twenty years is elaborated in the document "The Further Development of the Czechoslovak Educational System", approved by the government in June 1976. The document contains a project for the long-term structural changes in the Czechoslovak educational system, which should ultimately lead to the establishment of prerequisites for the attainment of a secondary school education as the beginning of a lifelong education of all citizens.

The new qualitative feature of the project lies above all in its consistent dialectical conception of education, closely linked to the historical motion of the socialist society in the period of building the material-technical basis for a communist society. The project as a whole aims at raising the efficiency of the educational system, at extending the democratization of education.

The main ideas of the project, however, need further thorough elaboration, require the theoretical solution of a whole number of problems freshly arising in the course of the introduction of this system, which also includes the lifelong education of teachers and educational personnel; this should constitute a dynamic and open system, subjected to the function of the new concept of the educational system.

The requirements leading towards a heightening of the efficiency of the whole system of educating teachers and educational personnel must be given one common denominator, which is the *personality of the socialist teacher*. This is the key to establishing a uniform objective from the variety of demands made on the school and the entire educational system by society in its practical life.

The teachers´ education, laid down by the policy of the above-mentioned document, is realized in a system for which the fundamental organizational and institutional bases have already been established. There are still, however, many problems, in particular regarding the contents and methods, which are being solved in scientific-research work, so that the gradual improvement of the teachers´ studies may be founded on firm theoretical grounds and attain practical effectiveness at university level.

We have a worthy stimulus for lifelong education in our progressive educational tradition based on the work of J. A. Komenský /Comenius/, which is still valid. He was the first to lay the general foundations for the conception of a systematic lifelong education. Each stage of this education has a clear and indispensable function in man´s formation. At higher levels it leads to an ever more intensive heightening of the development of one´s own activity, to self-education, to self-moulding, to the connection of practical activities with theoretical knowledge.

This tradition, fully realized only now in a socialist society, provides a number of stimuli for the solution of questions of teachers' training endowing them with versatile qualities as experts, and points to ways of solving questions emerging from the present and future needs. It affords a methodological key how to teach everyone everything, how to teach all aspects, how to capture the world's variety, how to understand the relationships between phenomena and their essence. These are important issues in solving the current versatile profile conception of the education of teachers, who must be both specialized, as well as capable of further development on the basis of a knowledge of the broad context of their subject in the system of sciences, technology and art and with regard to the development of society.

The project determines the unification of the nomenclature of the subjects to be studied by teacher-students at all universities and the whole system of this study is subject to the new conception of education.

The number of teacher and educational personnel professions with a university education will be extended. The contents of the teacher's education studying two subjects will be more thorough, and the teacher's training of general educational subjects for the second phase of the basic school and secondary school will be established on a uniform basis.

The lifelong training of teachers and educational personnel already begins with the motivation to take up such a career at the basic school. The secondary school then helps to orientate the pupils in the general questions of this profession. Scientific research investigates the criteria for the selection of the candidates for pedagogical studies. The basic teacher´s study, which is now becoming a part of the lifelong education, will require a gradual and deliberated change in its content with a view to the function the basic teacher´s study takes on within the newly conceived framework of lifelong education. This is connected with many theoretical problems, above all content and methodological ones, including the solution of the questions of combining this study with practical school activities. The fundamental teacher´s study takes place on the one hand at a university level and on the other hand - in some cases - so far still at secondary school level /teachers of arts and crafts, kindergarten teachers/. The completion of the basic teacher´s study qualifies people to take up educational posts.

The basic teacher courses are followed by three stages of further education. The first stage represents the introduction of the teacher into practical teaching. The second stage post-graduate or post-secondary school studies. The third stage has the character of a specialization and is determined for mature teachers wanting to concentrate on performing a certain pedagogical function. In addition there are courses for a particular function and cyclic courses for heads and controllers in the educational administration, at schools and at the Ministry of Education. In the course of the further education of teachers, ideological-political education is implemented and instruction given for the newly introduced methods of work in connection with the new conception of the educational system. The ideological-political education integrates all the forms and stages of teachers´ education.

The personality of the pupil and that of the teacher is becoming the focal point of attention in research work with respect to the new system. The secretary of the Central Committee of the Czechoslovak Communist Party, Josef Havlín, in his speech "High demands in education too in fulfilling the resolutions of the XVth Czechoslovak Communist Party Congress" published in Rudé Právo 31st August 1976, illustrated in words the Leninist function of the school as becoming "an instrument of human personality education".

The project of the new educational system is a stimulant to the establishment of the essential elements important for the formation of a socialist personality. This is the ideological orientation, the unity of the ideological, the specialized subject and pedagogical influence, a scientific approach, a modernization of knowledge and skills, the deepening of polytechnical and general knowledge, the allignment of the school into the structure of the social production relations, to the socialist society, the interlinkage between all the stages and types of schools and the further education forms and institutions, the connection between theory and practice, the attention to the special individual features of the pupils, the unity between school and out-of-school activities, the unity of goals of all educational institutions. The prerequisites for forming the pupil´s personality are available, provided the teacher gains an insight into the inner relations of this variety of demands, provided his lifelong education helps him to integrate these requirements into a unity, and this into a unity with the inner conditions of his personality. This means that the teacher is prompted out of objective demands to create an inner need to treat the means of educating pupils in a creative way. The Project for the Further Development of the Educational System devotes considerable attention to the teacher´s creative work.

The road to the solution of the problem of forming a teacher´s socialist personality is neither easy nor simple, but it is undoubtedly a decisive factor in raising the efficiency of the new educational system both from the social and individual point of view.

The conditions and criteria for forming the personality of a socialist teacher are therefore taking priority in the research orientated towards the lifelong education of teachers and educational personnel and also the control of their educational work.

The scientific research work which is being evolved as a task entitled "The System of the Lifelong Education of Educational Personnel", included in the plan of departmental research, is based on the changed function of the school within the framework of a qualitatively new educational system; from this the new function of the teacher, the elements forming the system of lifelong education and the controls governing the formation of their personalities are derived.

From the viewpoint of forming the pupil´s personality the prospective function of the school as a qualitative centre of society for the planned control of the development of children and youth is important, for this leads to the aims set down by the Czechoslovak Communist Party, the guiding force in society. This centre unites the educational influence of the other social educational institutions /including the family/, provides it with the necessary orientation and goal-consciousness in exerting an influence on every pupil, in order to create the conditions for the integration of their personality, to achieve a unity of the impact of outer and inner conditions of their development.

With respect to the formation of the pupil´s personality the new educational system functions as a whole. The development of his personality must be closely observed and systematically corrected as the pupil goes through the various stages and types of school.

As a consequence of these changes in the function of the school within the framework of the newly conceived educational system there emerge a change in the teacher´s function, and thus also the socialist orientation of his personality.

1. The teacher ceases to be a person functioning merely as an expert. His function is shifted from one conveying knowledge, information and skills to a purposeful and complex influence on the development of the pupil´s personality. The school subjects, i.e. the subjects the teacher qualified in, will, as time goes on, be conceived ever more as a reflection of a complex development of science, technology, art and the advance of society; the teacher will regard his subject in relation to this complex and from this stand-point he will exert his influence on the evolvement of the pupil´s personality.

2. The function of the teacher is shifted from him having an isolated impact on the pupils to a planned integrated one, a collective influence, which unites the effect of the teacher on the level of the individual classes and school with the impression made by the out-of-school educational personnel. In the integrated collective of the educational personnel the individual influence of the teacher attains a new quality. Every teacher has his own personal function in forming the pupils, which emerges from his individual character as well as from his specialization. The variety in the teacher´s individual influence is united on purpose on account of the specific problems of the individual pupils.

At the same time it is necessary to integrate the effect of all educational personnel on the pupils in the vertical sense, i.e. in the course of the entire school attendance.

3. The function of the teacher in a socialist society is further changed since the teacher becomes ever more involved in public political affairs, as one campaigning actively for the policy of the Czechoslovak Communist Party and systematically working in the social-political field. For the social--political policy in practice assumes that the pedagogical worker is also actively engaged in public affairs and joins in in the education of children out of school, and takes a share in public political and cultural educational activities sponsered by the national committees and social organizations.

The fundamental change in the function of educational personnel, the division of their labour with respect to the function of the school and the integration of their work will come under a closer analysis in the concrete conditions prevailing at present and the perspective development.

On the basis of this first clarification of the changed function of the teacher in the scientific research work, laid down in the above-mentioned task, hypothetical demands that emerge from the changed function for the teacher´s lifelong education have been summarized.

Since the school is becoming an integrating centre in forming the pupil´s personality, there is a need for the planned elaboration of a system of qualifications, functions and professions of the teacher and educational personnel within the framework of the educational institutions of the entire socialist society. The need will arise for the intentional formation of a dialectical unity of the *specific* means of education for every function, profession and qualification and the *common* means for all the professions, qualifications and functions. Thus a theoretically thoroughly deliberated joint basis for teachers´ education will come into being.

The teachers can only implement the general educational and thus simultaneously the ideological and formative impact of their subjects, if they discern the historical process of integration and differentiation of science /in the principle epochs and perspectives/, in connection with the integration and differentiation of the division of labour, of technology in the historical development, so that he can realize his subject and its function both with regard to the needs of society and with regard to the needs of the development of the pupil´s personality. At the same time this enhances the teacher´s abilities to discover the educational values of the given subject by making a didactic analysis of the syllabus and creatively giving a concrete image to this value by suitably selected examples, bringing the subject up to date, by various ways and means and organizational forms.

Since the educational personnel are supposed to form the pupil´s personality systematically and consistently during the entire school attendance time their education in future must be organized in a way that will clarify the importance of the curricula and syllabuses they use in their teaching as a dynamic plan of educational work.

The student-teacher embarks on his basic course with his personality formed already to a better or worse extent by his previous education. The beginning of the professional moulding of his personality actually goes back to the basic school, where there is the first motivation for educational work, then the secondary school and finally the option for a teacher´s study course. The integration of the professional and general human aspects of the future teacher´s personality is a process that continues in the course of his basic teacher´s course.

A theoretical problem of a fundamental character is how *to transform* the historically developing dynamic social demands to merge with the teacher´s lifelong education. An open system of the aims, contents and methods of the teacher´s education, as well as norms governing the teacher´s work and controlling it should be established to form *regulatives* for the individualized development of the teacher´s personality.

This means that these aims, the content and methods and norms must be orientated towards the development of the teacher's personality, must stimulate activity, must afford a reliable instrument enabling creatively to perfect the influence exerted on the pupil and on the teacher's own development. These are the prerequisites for achieving the optimum in teacher's and educational personnel's training. This constitutes continuously equilibrating the antitheses between the social demands and the individual character of the teacher's personality, a regulation of their attitudes; it is the formation of the teacher's positive attitude towards work, towards his fellow staff members, it is an endowment with a sense of satisfaction gained by performing the teacher's profession. The social needs are thus transformed into the *regulatives* of the teacher's education and work.

The question of the regulatives for forming the teacher's personality is one of the most weighty theoretical problems regarding the lifelong education of teachers. Its solution represents the possibility of exerting an outside influence on the inner conditions of the development of the teacher's personality, on his subjective and individual self, so that the teacher can reach a stage of self-confidence as early as possible and a positive attitude towards his profession, and hence the ability to shape his own personality, to educate himself and attain an autoregulation of his own personality and at the same time a sense of a positive self-realization in the teaching profession, which he carries out in full accordance with the social requirements.

The achievement of this stage of forming the teacher´s personality represents the most absolute guarantee of the socialist effectiveness of the educational system.

Marxist pedagogical science devotes great attention to the question of forming the teacher´s personality and will formulate the problems that need solving within the framework of socialist international co-operation, so that the theory may speedily contribute to bringing about the solution of such complicated and urgent problems as the raising of the efficacy of the educational system.

In the meanwhile from the point of view of the task "The System of the Lifelong Education of the Educational Personnel" we are searching for the regulatives governing the development of the inner dynamics of the socialist teacher´s personality in the following three spheres:

a/ in the content of the education

b/ in the relationship of the teacher as an individual to his fellow staff members

c/ in the sphere of the organization and control of the education and work of the teacher and his evaluation.

a/ The content of the teacher´s and educational personnel´s education from the point of view of the function of the new educational system and from the viewpoint of the lifelong character of the teacher´s education acquires several new objective specific features. Above all because it has the character of a system. It is necessary to find the objective system creating elements of the content in the course of the lifelong education, to map out with deliberation the individual forms and stages to span from the basic teacher´s training via each stage of further education. Simultaneously it is necessary to solve theoretically the question of the unity of the ideological-political, specialized subject and psychological-pedagogical components from the viewpoint of the dynamics of lifelong education. These are new problems that must be solved from the focal point of the perspective of a continual perfecting of the teacher´s education as a lifelong open dynamic system.

Meanwhile in practice the teacher´s education exhibits the ideological-political, specialized subject and pedagogical-psychological components rather as parallel ones than their integration, and thus the formative effect of the content of teacher´s education and the establishment of regulatives for the personality development is reduced. Moreover hitherto full use has not been made of the possibility to map out the individual stages of the teacher´s education and so achieve an effective didactic grading, which would enable the teacher at every following stage to penetrate more deeply into the relations between the individual fields to be studied, between theory and practice, between the scientific and didactic system, between the objective reflection of the world and its transformation into the subjective conditions of the pupils as individuals.

It seems that with regard to the problems of the content of the teacher´s education there is wide scope for extensive international collaboration.

The conception of the versatile teacher requires him to orientate himself with respect to the fundamental features of development in the system of science objectively transformed into the didactic system. It will be necessary to deal both with the theoretical criteria of the dynamic system of the content planned for the individual phases of the teacher´s lifelong education, and to analyse the current state and assess its deviation from the devised criteria.

The question of the content assumes a solution of the problems of the complex ways and means of teacher´s education. Here it is most directly possible to determine the regulatives of the dynamic development of the teacher´s personality. That is why we consider it necessary to deal with the theory of elaborating textbooks and teaching aids for teacher´s education, which should have a formative influence on the teacher´s personality.

b/ The sphere of the relationship of the teacher as an individual to his fellow staff members from the point of view of the teacher´s lifelong education and his practical work is a question of theoretically elaborating the function of educational personnel bearing in mind the educational objectives of the educational system and defining the norms for functions. The determination of norms enables the formation of regulatives for the activities and integration of groups of educational personnel into collectives. These problems may be seen in a new light in the context of the lifelong education and in practical school life.

The regulatives in the sphere of relationships among educational personnel are also significant from the point of view of the emotional development of the personality and the integration of this development with the personality´s cognitive and volitive components.

So far, of course, it is in this very field of lifelong education that the solution of the problems of groups and the intentional formation of collectives for the work in and out of school is still in its initial stage. In the course of the teacher´s lifelong education it is necessary to give the teachers and educational authorities the opportunity of acquainting themselves with the building-up of collectives as a process continuing from the formation of a group to the collective, where there is an intentional integration of the function of the individual teacher with respect to the formation of the pupil´s personality, where the autoregulation potentials of the collective are developed, where inter-personal relations can therefore again and again be directed towards overcoming the conflicts arising and thus maintaining a dynamic balance in the work of the educational personnel. The development of autoregulation potentials of a collective is a question of the theory and practice that must be included in the teacher´s education. In the process of building-up a collective, which reaches a stage of autoregulation and attains an optimum of collaboration among its members, there is a renewal of the favourable regulatives for the integration of the teacher´s personality and an enhacement of the efficacy of educational work. The problems should be plotted, classified, the solutions should be founded on the work performed by theoreticians in the socialist countries and should be further elaborated.

c/ In the sphere of the organization of education and the control of the teacher´s work and his evaluation it is possible and necessary to form further regulatives of the teacher´s personality development. We are concerned with the kind of adjustment of the organizational forms of lifelong education which would serve to develop the teacher´s personality. That is why criteria for the evaluation of the personality and its development at each stage of the teacher´s education are being devised. Similarly in the sphere of controlling teachers´ work there is a need for a theoretical analysis of the norms that have been set for this work and of the manner in which these norms are treated by the authorities in control. The norms either promote or hinder the teacher´s personality development, promote or hinder the formation of regulatives of the inner development of the teacher´s personality and his creative approach to work.

The evaluation of the teacher is a theoretical problem that can be solved in relation to the fundamental function of the school within the framework of the new educational system and conceived as a search for stimuli for the personality development. An incorrect and unjust evaluation of the teacher, which is sometimes the result of the authorities´ insufficient understanding for the changing function of the school and also the changing function of the teacher, causes situations fraught with conflicts and weakens the teacher´s pedagogical activity. That is why the evaluation of the teacher as an individual, with respect to the possibilities the collective helps to form for his work, is an important regulative for moulding the teacher's personality.

The problems of the teacher's personality are indivisible from all the other spheres of his lifelong education. Should the laws of the development of the personality of the teacher be disregarded then the lifelong education could become for the teacher a mere disjointed set of skills, would represent some knowledge and social demands, urgent in themselves, but only having an informative character not penetrating into the inner dynamics of development of the personality.

The social demands objectivized in the project of the educational system must be adapted to the formative aims of this project. This is work which will have to be divided into long-term and short-term tasks. We are at the initial stage in this work and in this connection at the beginning of the project of the new educational system in the Czechoslovak Socialist Republic. We trust that we shall gradually succeed in embodying these problems into the socialist division of pedagogical theoretical work in the sphere of investigating the conditions of the development of the socialist teacher's personality.

The theoretical problems in training teachers to educate a new man in the conditions of an advanced socialist society are similar in various socialist states.

Work has been done in all the socialist states, particularly in the Soviet Union, which has stimulated research into the lifelong education of teachers and the development of the teacher´s personality. It will therefore not be difficult to determine common questions and join forces in solving the problems. Just as a socialist integration is taking place in solving economic issues, whereby the first socialist state in the world the USSR is putting at the disposal of the other countries its many years of experience in building-up a socialist economy, so the integration of scientific-pedagogical work in solving the questions of the forming the socialist teacher´s personality will found its work on Soviet science, which has presented a fundamental and qualitatively new Marxist view of the function of the teacher, his education and the development of his personality in the perspective of building-up communism.

Biambagian Davaasuren

MONGOLIAN TEACHERS´STRUGGLE TO EDUCATE MAN

Hardly half a century has elapsed since Mongolia was a land of nomads breeding cattle. Industry was almost non-existent, there was no national financial system. Thanks to the persistent work of the Mongolian people, the leadership of the Mongolian People´s Revolutionary Party, as well as the firm alliance and friendship with the Soviet Union - the first socialist state - and the other countries of the world socialist system, our republic has advanced from feudalism to socialism, while leaving out the capitalist stage of development. Our republic has progressed from a state of backwardness and misery to an economic and cultural flourishing society.

The first secretary of the Central Committee of the Mongolian People´s Republic, chairman of the Great People´s Khural /parliament/, J. Cedenbal, said, "Only fifty years ago there was no organized educational, health or scientific system".1/

Since socialism triumphed in the Mongolian People´s Republic the age-long backwardness of the country has been overcome, the deep-seated remnants in many spheres of social life have been done away with, the centuries of illiteracy among the people has been removed. The general educational system has experienced a difficult but praiseworthy path leading from the abolition of illiteracy via compulsory basic, partial secondary /eight-year/ school attendance towards tasks connected with preparing conditions for a transition to a system of a general education on a secondary school standard.

In pre-revolutionary Mongolia only 1% of the population could read and write, now the Mongolian People´s Republic is a land of general enlightenment. The right to an education is guaranteed to the entire population. Today every fourth inhabitant in the country is studying. 2,604 persons out of every 10 thousand are learning something, which includes 2,293 pupils at general educational schools of all types, and 209 students at institutions at university level and pupils at secondary schools.

As far as the number of pupils at general educational schools per 10 thousand inhabitants is concerned, the Mongolian People´s Republic´s attendance considerably exceeds that of capitalist countries such as Japan, Britain, France, GFR, Belgium, Italy and outstrips several times Turkey, Pakistan, Iran and many other countries.

Our Party and government has always attributed great importance to the training and forming of the teacher´s personality in regenerated Mongolia at all stages of her development. While we were striving to win the revolution, a basic school for forty pupils and two teachers in charge was opened in our capital city. This was the first school for the children of our working people to be established in the age-long history of our country.

In the first years following the victory of the revolution our Party and government dealt both with the problems of building schools, as well as the tasks concerning teachers´ training. Back in 1921 initial steps were taken to educate teachers of general educational schools in short-term courses. Apart from this, considering the great shortage of teachers in the newly opened schools in the more distant country settlements, the function of teacher was taken on by former clerks and people that could read and write, who had a loyal attitude towards the revolutionary ideals. The first pedagogical school in the country was opened in 192[illegible], which began to train teachers for the new generation. In the following years a number of pedagogical schools came into being, including a school for preparing educational personnel for pre-school institutions and then a teachers´ and pedagogical institute.

In 1924 the Mongolian State University was founded and its many faculties also included one for training teachers for secondary schools. It is evident from what has been said that it was only after the establishment of popular power that a unified system of educating teachers for general educational schools was formed in our country.

The teachers in our country represented at all stages of the revolutionary changes the main force in realizing the tasks stipulated by the Party in the sphere of education. In the democratic stage of the revolutionary development the teachers organized schools of a new type, campaigned for them among the masses, taught the children to read and write, and at the same time catered for the education of adults and fought against religious influences. In those years the young teachers, having finished pedagogical schools, set out on horse-back with their own manuals and other teaching aids for their posts hundreds and thousands of kilometres off. On arrival they established schools and began to teach the children.

In those days, in spite of the speedy revolutionary changes, the religious influence of the lamas continued to be strong in the provinces, especially in the far-flung parts of the country. The monasteries demonstrated their impact everywhere, practically every family had its lama - teacher. That is why the local inhabitants did not give an exactly welcome reception to the teachers of the new, revolutionary era. There were no school rooms in the localities, and nobody built them. The teachers, who arrived at their new place of work, were forced to find a solution and produce everything with their own hands. It took immense efforts to buy several "yurtas" /round leather tents/ for the money collected among the inhabitants, or from means allocated by the state; one housed the classroom, the second a hostel for the pupils, the third a kitchen, the fourth served as a store-room and the teacher lived in the fifth. After he had established the school, he than began to recruit the pupils, which was one of the most difficult tasks.

A sharp class struggle took place in the stage of the democratic development. Various feudals were firmly opposed to the way popular power was being asserted and also put up resistance to the establishment of schools. They tried to undermine the authority of the new school at all costs and therefore spread all kinds of rumours, for instance that if children went to school their life expectancy would be shorter. That is why the local inhabitants were reluctant to let their children go to school.

The teacher had to wage a campaign on broad lines to win over the children to come to school. He used to go to the yurtas with the children, whom he had succeeded in persuading to learn, he explained the tasks of popular power, convinced people of the need for children to be taught at school. Often the parents were not open to any arguments and the teacher did not succeed in winning over a single pupil. Older teachers remember the days when it was sometimes necessary to open a school, while there were a mere three pupils on the register. It also occured that a certain number of pupils began to attend school, but after a while, influenced by hostile elements, some of the intimidated children ran away from school. On the deepest winter days it would happen to the teacher in rounding up his pupils that his ears, hands or feet froze.

In the schools of those days there was often a lack of benches or desks. The pupils used to sit with one leg tucked underneath them and leaning against the wall of the yurta. They balanced a not-too-large board on their knee, on which they placed their exercise-books to write. There was also a great shortage of exercise-books and pencils. Usually they wrote on so-called "ash boards", which was a board smeared with fat and strewn with ash or crushed coal, using a thin piece of wood or wire. It was easy to wipe the writing from the ash or fine coal dust coated boards, so that they served for a fairly long time.

The teachers of the general educational schools played an important role in the development of general education. They took an active part in devising and elaborating curricula, syllabuses and textbooks for these schools. It was virtually they who in their everyday work created the new methodology of revolutionary education of the new generation of children, basing their work on Marxist-Leninist educational principles.

The work of the teacher in those days was many-sided. It was not limited merely to the school and tuition. The teacher was actively involved in political and cultural educational work in the given environment, he was the guide and organizer. At that time there were no cultural enlightenment organizations. There was no such thing as clubs, theatres, social cultural halls, there were no professional artists or musicians etc. So that the organizer of the local cultural life was the popular teacher. Large "yurtas" in the settlements were designated as club-rooms, which served as the first centres for cultural enlightenment among the workers.

The teacher carried out propaganda work aimed against the reactionary morale of the feudal system by exposing the false religious prejudices and superstitions, by pointing out the harmful influence of the lamas. The teachers in conjunction with the progressive section of the youth wrote and exhibited artistic works on topical themes, composed new music, prepared concerts etc. The teachers also played a significant role in getting rid of illiteracy. They took upon themselves the main burden of this task, they organized a whole system of groups for putting an end to illiteracy, courses and other forms for workers; and they achieved their goal.

If we are to summarize the first period of the Mongolian school, we must admit that in the first years of the revolution the role of the teacher of the general educational school in our country was not limited to the education of children and to a participation in the political work with the masses. The teacher was simultaneously a doctor, he wiped out illiteracy, he propagated the revolutionary achievements, he headed the local club, he was an author, producer, artist and where necessary he took up arms to defend popular power. This was the historic share taken by teachers in building-up socialism in our country.

At the end of the twenties and the beginning of the thirties our teachers launched out on a big campaign, whose objective was to embrace the maximum number of children in the sphere of influence of the general educational school. They consistently applied Marxist pedagogical methods in their teaching procedure. At the same time they defended the achievements of the revolution by taking up arms. In 1932 many teachers, participating in the ranks of the Red Army corps to suppress the armed revolt of the lamas and feudals in West Aymak, fell in battle.

Our country has proceeded firmly along a non-capitalist path of development and so by 1940 reached the stage of a transition to the building-up of the foundations of socialism. In this connection there was a systematic growth in the number of general educational schools, there was a marked increase in the number of pupils. The extent of the syllabuses at the basic and secondary schools was extended, the teachers implemented a programme of improving teaching methodology.

In 1960 Mongolia embarked on a new stage in its development - the stage of completing the preparation of the material technical basis of socialism. In this connection the school was also faced with new tasks: bringing teaching into closer line with life, with the practical issues of building-up socialism, improving the content of the teaching from the point of view of the country´s needs, the scientific-technical progress, encouraging creative thought among the pupils, it became necessary to teach the pupils to be independent in acquiring knowledge etc.

Following the resolution adopted by the Central Committee of the Mongolian People´s Revolutionary Party and the Council of Ministers of the Mongolian People´s Republic in 1971 "On the Means for the Further Development of the System of General Educational Schools and the Improvement of Teaching", the schools in our country went over to a new system of tuition as from the year 1971/72. The transition stage of the new system had been completed.

The new system puts higher demands on the qualifications of the teacher. The modernization of the contents of the education, the continuous search for the most efficient teaching methods, have given rise to the need to build a well organized system for raising the teachers´ qualifications. It was therefore vital to make changes in the curricula and syllabuses of the universities and secondary schools training future teachers. There was a need to put a greater stress on the teaching of pedagogics and psychology, to employ modern, progressive methods in education, to ensure all-round favourable working conditions for teachers and educational personnel.

Of great importance for a qualitative improvement in teachers´ qualifications was the following resolution adopted by the Central Committee of the Mongolian People´s Revolutionary Party "On Means of Improving the System of Training Qualified Cadres at Universities", in 1972, as well as the resolution approved by the Council of Ministers of the Mongolian People´s Republic "On some Means for Improving the Qualifications of Teachers at General Educational Schools" in 1969. In accordance with this a system of raising teachers´qualifications came into being in our country, in which the teachers, in harmony with the elaborated programme, work individually in improving their qualifications and after five years have elapsed they sit for an examination. The salary of the teacher who successfully passes this examination is raised from 10 to 15 %.

Besides improving the contents and forms of raising teachers´ qualifications we lay great stress on self-education as a basic and efficient form of raising teachers´ qualifications. The activity of many teachers is not confined to education alone, but they take an active share in scientific research and methodological work, which constitutes a no small contribution to the development of our socialist pedagogical sciences. Many teachers write textbooks, publish scientific-methodological papers, gain academic degrees.

Scientific work on the problem of raising the teachers' qualifications is being carried out on a broad scale in our country. The Pedagogical Institute organizes the research, whose purpose is the elaboration of a scientific organization of the teacher's work and the raising of its efficiency.

As a result of these drives our country has acquired teacher cadres devoted to the cause of Marxism-Leninism, in a position to implement the enormous tasks of education and communist upbringing of the up-and-coming generation. Thanks to the steps taken by the Party, the Mongolian educational system has on the whole a guarantee of adequate cadres. The last five years has borne witness to new successes in the training and further education of teachers. The problem of a rational dislocation is being solved in a better manner. In the years 1971-76 a process was developed for raising the standard of their training and further ideological-political and specialized education.

In this period there was a general growth in the number of teachers; there was a total increase by 1,3 times, while the number of teachers with a university education grew 1,4 times.

The Mongolian teachers come from the families of cattle breeders, workers and new socialist intelligentsia. All of them are inseparably linked with the Mongolian People´s Revolutionary Party. The continual effort to realize the ideas of socialism is typical for the Mongolian teacher. He is a propagator of the ideology of Marxism-Leninism among the masses. Every other Party agitator is a teacher, 80 % of the teachers are members of the "Science" society.

The teachers also take an active share in the control of the state.

In our country the teacher enjoys general respect. A marked proof of the care the Party devotes to the people´s teacher are the high state awards given as a reward to the best among them. For their worthiness in the sphere of educating and communist upbringing of pupils, the teachers receive the highest title - Hero of Labour of the Mongolian People´s Republic.

A source of genuine joy for us is the fact that in the building up of our educational system, found on socialist pedagogical science, and in teachers´ training, the Soviet Union has played an important role. In the first years when the people took over power the young republic had an urgent need for a local intelligentsia. The Soviet Union afforded invaluable aid; it opened socialist schools where Mongolians were educated: Mongolian two-year courses at the Pedagogical Faculty of the Irkutsk University, the Mongolian Workers´University in Ulan Ude, the Mongolian Department of the Kiachtinskij Pedagogical Upper Secondary School, the Mongolian Department at the East Institute in Leningrad, the Department at the Communist Workers´ University for the East in Moscow - this is an incomplete list of the Soviet educational institutions where the cadres of the older generation, the intelligentsia of People´s Mongolia were formed, the teachers´ army of our country.

During the years of the revolution many of the teachers at secondary schools gained their education at pedagogical institutes in the Soviet Union.

The general principles of the organization of the Soviet educational system were adopted as a basis for the organizational structure of the Mongolian general educational schools, and they were applied with respect to the specific features prevailing in our country. In elaborating the curricula for the general educational schools in our republic, in proposing modifications and alterations we used materials concerning the Soviet Union´s general educational system. For a long time our general educational schools made use of Soviet textbooks translated into Mongolian Khalkha.

The tasks facing the general educational schools at the present stage - the stage of the implementation of the tasks bringing to a culmination the period of the creation of a material-technical basis for the building-up of socialism in our country - are stipulated by the decision adopted by XXIInd Congress of the Mongolian People´s Revolutionary Party, which took place in 1976. At this Congress comrade Cedenbal said in his report on the Central Committee of the Mongolian People´s Revolutionary Party: "The next five-year-plan presumes a further improvement of the educational system, in view of the growing needs of the building-up of socialism and the education of children. The next task is the establishment of conditions for a transition to a general secondary school education. This will require an essential perfection of the quality of didactic-educational work at school, the systematic training and further education of teachers, a further enhacement of the quality of the youth´s general and polytechnical education, improved links between tuition and social practical productive work, as well as a better professional orientation of the pupils. There is a need for an all-round development of the fundamentals for didactic educational work at schools and the introduction of progressive teaching methods and education into pedagogical practice".

The teachers in Mongolia will exert every effort to fulfil successfully the tasks entrusted to them by the XXIInd Congress of the Mongolian People´s Revolutionary Party.

In the various stages of the revolutionary changes the Mongolian teachers have taken a considerable share in the defence of the revolutionary achievements of our people, they have carried out immense propaganda and cultural enlightenment work among the masses, they have solved the most urgent educational problems of the up-and-coming generation, which means that they have participated directly in the fight for the education of an integrated builder of a socialist society. Now that our country is building socialism and is establishing a mature socialist society, the role of the teacher continues to grow. They are entrusted with the honourable and responsible task of educating the children of our working people in the spirit of the ideas of socialism and communism.

In future too we intend to do everything so that our pedagogical cadres will be equal to the tasks required of them by our modern school and pedagogical science. In realizing these tasks in our country we set high hopes in the collaboration with other socialist countries.

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Jerzy Wołczyk

CONCLUDING REMARKS

Dear friends, the IIIrd Conference of Teachers from the Socialist Countries is coming to a close. In the unanimous opinion of the heads of the participating countries´ delegations it was an important scientific and social contribution to the further development of the pedagogical sciences, and especially to the dynamically evolving sub-disciplines, such as the science of the teacher in the countries of the socialist community. All the socialist countries´ scientific centres have made a stimulating contribution to the rich scientific and social problems discussed at the conference.

Distinguished scientists from the Soviet Union, the German Democratic Republic, Cuba, the Hungarian People´s Republic, the Bulgarian People´s Republic, Vietnam, the Rumanian Socialist Republic, the Czechoslovak Socialist Republic, Mongolia and Poland met at this conference. An active part was also taken by the representatives of the central committees of the communist and workers´ parties, and by the heads of the educational departments from the respective countries.

The fact that Poland played host to the Conference enabled a broader participation on the part of the scientific scholars from the universities, pedagogical colleges and scientific institutes, as well as the attendance of teachers of particular merit from all parts of the country. For us, Polish scientific workers, teachers and professors, the IIIrd

Conference of Teachers from the Socialist Countries constitutes a great treasury of theoretical and practical knowledge, on which we shall draw to the maximum both in our scientific research and in the process of modernizing the educational system in Poland. I should therefore like to extend our warmest gratitude to you comrades, to the pedagogues of the socialist countries, for this opportunity of learning about the experience you have gained in your respective countries in the course of this conference. Of exceptional assistance in our work will be the studies made by Soviet scientists and the scientists of all fraternal socialist countries. The Pedagogical sciences in the Soviet Union and the experience by which Soviet schools are guided are the subject of our studies and implementation.

What does the IIIrd Conference of Teachers from the Socialist Countries bring that is new and valuable as a result of the scientific work of the pedagogical centres of the entire socialist camp?

1/ In all the countries of our community, under the leadership of the communist and workers´ parties and governments, conditions have been established for strengthening the growing prestige of the teaching profession. Concern for its all-round development and sufficient social insurance is the basis of the educational policy of the countries of our community and determines best the superiority of the socialist system over the capitalist one. In this respect the IIIrd Conference presented convincing arguments. Each of our countries also has an extensive programme for the future enhancement and development of the social prestige of the teaching profession.

2/ Both the papers delivered at the plenary session and the course of the discussions pointed to an agreement and unanimity in resolutely reasoning the theoretical attitude that the teacher in a socialist society was and will be, similarly looking ahead to the building-up of an advanced socialist society, the central, most important figure in the educational process of the younger generation. That is why in our society systems are being evolved to educate the future teachers, as well as systems for their further professional education when they are already employed, to consolidate their basic knowledge and to promote a dedication to our ideology and the attainment of a high degree of skills in working with children and youth.

The didactic means and technical teaching aids facilitate the work of the teacher on the one hand, on the other hand, however, they cannot be a substitute for his creative activity. Experience in our country has confirmed this. Meanwhile it is necessary to educate the teachers as personalities and also to improve their working conditions by equipping the schools with modern scientific aids and technical equipment.

3/ Consequently we understand the role of the teacher in socialist schools to be that of a leading factor, of a personality who collaborates with the families and other educational institutions. Hence when we turn our attention to the need for the formation of partner relationships between the teacher and pupils, we should bear in mind the leading role of the teacher in this teacher-pupil relationship.

4/ In the course of the negotiations at our Conference stress was laid on the need for a further development of the research into the teacher´s profession and an exchange of methodological experience in this field. The countries of our community have good foundations for pedeutological research. This is confirmed by the bibliography of the works and the bibliographic analysis published on the occasion of this Conference. Now we are faced with the task then of further improving the methodology, of co-ordinating research more efficiently, which are topics discussed at the VIIth Council of the Directors of the Central Pedagogical Institutes of the socialist countries in Kraków.

The central theme of the IIIrd Conference was the subject "The Teacher as an Educator". We have some extremely interesting results from all the countries of our camp. The IIIrd Conference has expanded on the results of our work.

In the course of the negotiations we considered the question: what is there still to be done to connect the school in the best possible way with the main stream of the life of the people, whose ideal is to prepare the coming generation for such a life?

The school as a social institution, without an optimum contact with life, is rather like a laboratory unit of its kind, essentially protecting youth from the most varied facts and phenomena that occur and have their place in life. This issue of an optimum connection between the school and the main stream of the life of the people transpires above all from the fact that the school prepares its pupils for life, and that the pupils in their turn are in duty bound to create the life environment. It may therefore be maintained that the development of the school in the direction of an optimum link with life will become a matter of course.

There is also no doubt, from the point of view of the principles of socialist pedagogics, that the role and significance of the school in the social life is gaining ground. It should not only exert an effective influence on a certain circle of pupils, but should also transform the environment in which it exists.

As opposed to the education in the countries with a capitalist system, in which pedagogics aims at forming the prerequisites enabling the educator to develop activities ensuring that the pupil will accept the given realities and adapt himself to them - as opposed to this tendency we, in the countries of the socialist camp, want the pupil not merely to accept the given reality, but for him to strive to perfect and improve it, so that it will come closer to the ideal of building-up an advanced socialist society.

Between the given reality and the ideal of advanced socialism there is the great historical role of the up-and-coming generation, whom the school is supposed to prepare to realize it by providing the pupil with three chief values: science, ideology and skills.

Conclusive evidence has been given by teachers that the realization of the educational ideal can only be implemented provided the whole society sets its forces into motion. That is why we speak of the need for education, the growth and development of the united front of education with the participation of the family, the youth organizations and places of work.

In this united educational front the main task is fulfilled by the teacher. The teacher creates the atmosphere of the situation, in which the apprentice-pupil participates in various forms in life /depending on his potentials and age/. It is in this way that the youth prepares for an independent life in the future.

The effectiveness of education depends on sound theories and qualified cadres, but also on the quality of the actual life, on the quality of the actual social practice. That is why the improvement of life and social practice is possible if each of us - adults and youth - make their contribution; it is therefore from the pedagogical viewpoint a preparation of the soil from which the children and youth should grow.

Obviously a child, man, takes roots and grows differently in such soil from a plant. Man is an open system and we can never be certain whether he will take the good from the soil, or also the bad. That is why it is our duty to cultivate all the soil to promote growth. This is real and possible in the conditions of socialist social relations, because these relationships constitute a positive educational environment and in accordance with this positive aspect they influence the pupils.

How can we prepare the soil better to encourage the pupils´ growth? According to Karl Marx´s conception the human essence expresses its humanity in its most complete form when it becomes a social essence combined with another man and group - not a relationship achieved by force and a dependence, but a relationship of common aspirations, emotional and conscious human material needs. At the same time socialized units come to the fore. The key to the solution of this problem is the varied activities of youth thanks to which life acquires authentic human dimensions.

Socialism has created new prerequisites for education. It is quite possible to solve human conflicts between man and his world. That is why socialist pedagogics, and in particular the theory of education, is seeking a corresponding solution for this socialist reality.

The model of the socialist man differs essentially from all the hitherto conceptions of bourgeois ideology. Because all the variations of this ideology and the educational conceptions derived from it may be reproached on good grounds of being one-sided. The bourgeois ideology treated, or treats, the essence of man either as an isolated individual living solely for himself and expressing himself in individual deeds. Socialist pedagogics describes the human essence from all sides, which means it has a maximum desire to develop its individuality and combine it to a maximum with social values. Thus the socialist pedagogics´ conception of an ideal man is a fully developed versatile one. From this prerequisite there emerges the need for the formation of a reality for man, and the education of man for that reality. We describe this education of man for reality simply as the education of man for man.

Our Conference has declared the need of concerted efforts in devising a more profound socialist education for the younger generation and in strengthening the ideological ties joining our nations. All the papers delivered during the Conference showed common prerequisites, both philosophical and methodological, an integral interpretation of the key conceptions and fundamental aspects of the teacher´s status in the education of the socialist personality of the pupil, their preparation for social life, work in their career and active participation in culture. We are in accord in drawing attention to the need for a unified objective in the educational influence exerted by the school, family, children´s and youth organizations, the places of work, while preserving the leading role of the teacher.

The communist and workers´ parties in all the socialist countries have taken upon themselves the responsibility for the education of youth in accordance with the conditions and demands of the epoch of socialism. According to the possibilities of the development of socialist building-up and the generalization of culture, the role of the teacher also grows, the circumference of his sphere of influence is extended, the social responsibilities placed on him by society increase. The high social status of the teacher and the highly prestigious profession of this group of persons is one of the important conditions for raising the effectiveness of the educational system.

A continuous regard for the high standard professional qualifications and social involvement of the teacher is one of the serious goals of the cultural policy of the socialist states. It is evident from the Conference that this attention is manifested in a tendency to establish a continual system of education of teacher cadres, combining the work with a persistent improvement of the profession, developing the motives for raising qualifications, a capacity for pedagogical innovations, in an ever critical attitude towards the results of everyday didactical-educational work.

The model of the socialist teacher, as described by Lenin, will become the aim and life endeavour of the contemporary generation of teachers in the countries of the socialist camp. The teachers of our camp, in realizing the founding of the socialist cultural policy, are effectively and amply striving in their everyday honest didactical-educational work for further social progress in all spheres of social life, whose basic prerequisite is socialist patriotism and internationalism.

Our Conference has taken place at a time when the forces longing to disrupt the peaceful atmosphere of the international community, launching a slanderous campaign against the countries of our camp, are becoming more active in the capitalist countries.

The capitalist system from its very beginning to this day is implementing the class interests of an élite, which lives on and enriches itself by exploiting the working masses. The rights of man are brutally destroyed in the countries with this system. Socialism has endowed man with humanity again. Man and his good are the highest values of our socialist ideology.

The policy of enlightenment of the socialist countries is orientated towards an integral development of the human personality. The deeply humane content of the cultural policy, realized in the countries of the socialist camp, is an undoubted proof of the superiority of our system over the capitalist system of profit and social injustice.

The continuous peace policy of the Soviet Union and the socialist countries are the best evidence of our interest in the peaceful development of the world. Our country has particular reasons for closely following events that may prove harmful to our peaceful building-up, and for averting the attacks of those who would like to cause us damage. It trains the young generation of People´s Poland to be ready to defend the achievements of socialism.

Comrades, the IIIrd Conference has also pointed the way to future research. I do not wish to go into any detail regarding the suggestions and proposals made at the sessions of the specialized groups. They are formulated in the minutes of the Conference, which are at the disposal of all the participants. I believe, though, that the questions of research will concentrate on the system of teachers´ education and further education, the conditions of educating ther personalities and the efficiency of their influence on youth.

We plan to preserve the rich, creative, many-sided results of the conference in the form of a book publication, which we shall send to all the participants of the Conference.

An extremely important part of the IIIrd Conference was the discussions in 7 specialized groups. Their sessions were conducted by an international presidium. The IIIrd Conference of Teachers from the Socialist Countries convened as chairmen of the specialized groups: Prof. dr. hab. Stanisław Krawciewicz - Director of the Institute of Teachers´ Education of the Ministry of Education, Prof. dr. Włodzimierz Szewczuk of the Jagellon University in Kraków, doc. dr. hab. Jerzy Myślinski, Deputy Director of the Institute for Teachers´ Education of the Ministry of Education, Prof. Tadeusz Nowacki - Director of the Institute for Adult Education of the Ministry of Education and Prof. dr. hab. Tadeusz Wróbl - Head of the Chair of the Theory of Curricula and the Institute for Curricula of the Ministry of Education.

The negotiations in the specialized groups were marked by a high activity, profound reflections and manifold problems. Interesting contributions by teachers, innovators, representatives of the Polish educational system, deserve attention.

During the discussions in the specialized groups 111 lectures were delivered and 89 persons took part in the debates. Both the lectures and discussions are a rich source of theoretical knowledge, methodological and practical experience.

The IIIrd Conference of Teachers from the Socialist Countries will be of great assistance in the further development of the pedagogical sciences in our country.

Since the VIth Congress of the Polish United Workers´ Party, thanks to the special care of the Party leadership and government, the Ministry of Education of the Polish People´s Republic had the opportunity of founding scientific-research institutes, which to a decisive extent influence the development of pedagogical sciences and pedagogical procedure in education today. The scientific cadres of these institutes consist of people, whose personalities and opinions have been formed under a socialist educational system. We are deeply convinced that the scientific workers of these institutes, guided by the philosophy of Marxism-Leninism will bring fully to life the conclusions reached at the IIIrd Conference of Teachers from the Socialist Countries for the benefit of education and the pedagogical sciences.

Comrades, today the neads of the delegations of the teachers of the socialist countries met member of the political bureau of the Central Committee of the Polish United Workers´ Party - the Chairman of the State Council of the Polish People´s Republic, Prof. dr. Henryk Jabłoński. We submitted information regarding the course and the results of the IIIrd Conference to the Chairman of the State Council of the Polish People´s Republic. We discussed many problems in a warm, cordial and fraternal atmosphere.

I have been entrusted by the Chairman of the State Council to convey his congratulations to the teachers from the socialist countries, to you, the delegates to this Conference.

I trust I am expressing the opinion of all those present when I extend my cordial thanks to member of the Political Bureau, the Chairman of the Council of Ministers, comrade Piotr Jaroszewicz for his letter of greetings to the IIIrd Conference of Teachers.

In conclusion I should like to express my sincere gratitude to our guests from the socialist countries for their participation, and to the representatives of Polish scientific institutions, to the teachers-innovators, and to all who took part in our negotiations.

I should like to thank the interpreters, the organizational bureau and the technical staff who served at the Conference. My special thanks are addressed to the Chief ZNP Office, in whose halls we held our sessions.

I also pass on greetings on behalf of the Minister of Education, comrade Jerzego Kuberski. Minister Kuberski asked me to send his cordial and fraternal greetings to all the teachers in the socialist countries through you.

Commissioned by the presidium, I now declare the IIIrd Conference of Teachers from the Socialist Countries as closed.

SELECTED SHORT COMMUNICATIONS

Ondrej Baláž

THE FUNCTION OF THE SCHOOL AND THE TEACHER´S TASK IN PERSONALITY FORMING IN AN ADVANCED SOCIALIST SOCIETY

The multi-dimensional problems of the education of a socialist personality requires an inter-discipline approach enabling its realization in a biological, psychic and social dialectic unity. The socially conditioned process of a life-long forming of a socialist personality assumes that we have taken into consideration the state of the production forces and production relations, the future tendencies of economic and social development, the anticipated structural changes in society and consequently the social needs. Grantedly a concrete historical situation is the initial orientation point in education, but its direction is conditioned to a considerable extent by a prognosis of social developments.

In the personality forming of a human being we must take into account the specific characteristics of age, social environment, professional career, abilities and interests, as well as his social activity. The social activity of a personality is expressed as a unity of the objective and subjective, as a unity of social needs and individual aspirations. In furthering the all-sided advance of the socialist personality it is necessary to have regard for the relationships between the individual and the community, for the sum total of social-pedagogical aspects influencing awareness, attitudes and actual activities.

The basic postulate of a socialist man is an integrated personality. In the present stage of speedy scientific-technical advance, information the manner of its mediation, selection and acquisition is of fundamental significance in the educational process. Cognition plays a decisive role in forming the personality, in assimilating social goals, values and norms, in forming opinions and convictions. The cognitive and working activity should constitute an inseperable unity, which is expressed in consistency with outside and inside conditions, with social influences and man´s ability to adapt to the fast changing demands and stimuli.

Education and self-education are determining factors in the goal-orientated formation of the personality, in achieving a harmonic adjustment between the objective needs and subjective desires. The socialist way of life generates optimal conditions for the integrated development of the personality, for the appliance of abilities and creative interests, for the successful socialization of man. The educational system is the chief agent in a socialist state for intentionally affecting man to promote objective social needs and perspectives. The Project for the Further Development of the Czechoslovak Educational System will establish optimal conditions for a harmony between the prognosis for the society´s development and the system of man´s training for life and work in a mature socialist society. The social and individual acceleration calls for higher demands with regard to the content and process of education, the inner structure of the educational institutions, as well as with regard to the preparation of teachers and educational personnel. We devote special attention to the upbringing of the young generation due to live and work mostly already in the 21st century.

To an essential degree the standard and results of the educational process is subject to the political, ideological, specialized professional, pedagogical and organizational qualities of the teacher. The relationship of the educational goals, content, methods and means /the concrete elements of the system of communist education/ is regulated in the process of education through the teacher-pupil relationship /the personal elements of the system of communist education/. At the same time the functioning of feed-back relations between the teacher and the pupil is of prime importance.

Second to the technical intelligentsia, teachers in Czechoslovakia constitute the numerically strongest group among the intelligentsia class. There are approximately 230,000 teachers in Czechoslovakia, including educational personnel and foremen and instructors in specialized subjects and trades. The class background of those composing the teaching profession is favourable - about two thirds come from worker´s or farmer´s families. The teacher´s profession enables the maintainance of systematic and close contacts with the working class, which yield invaluable stimuli for his own educational work.

The socially conditioned work of the teacher is the basic factor in forming his personality. In the planned utilization of the benefits of the socialist society and the application of scientific-technical progress a decisive role is played by education and its main institution - the school. The socialist teacher, as a key factor in intentionally exercising influence induces the realization of the prospective aims of a socialist society.

The function of the teacher is changing with regard to quantity and quality, which is apparent not only in stipulating his duties, in conceiving his training, in the vertical and horizontal expansion of his impact, but also in the inner differentiation of his activity in the course of the current integration of the ideological-political, pedagogical and psychological bases of his qualifications.

The life-long education of man also puts claims on the teacher to continuously supplement his own qualifications. Therefore it is impossible to relinquish the demand for the teacher not only to be a highly qualified educator, but also a propagator of a socialist society, a prominent cultural--political factor. His influence is generated from the earliest period when a young person enters society until the time the senior citizen deservingly retires.

When the distinguished educator and teacher of the nation J. A. Komenský /Comenius/ devised his conception of a modern school, he saw the teacher as a consequential person entrusted with enlightening the people. He stressed in his "universal education" diligence, seriousness, wisdom and honour as qualities in the teacher, whose example should be followed by all the people. In his other works too he refers to the work of the teacher, to his duties and his personal profile. Today, too, we require teachers to be: "... honourable, assiduous and painstaking, an epitome of honour, according to which they are supposed to guide others, not hypocritically, but genuinely. /For nothing done under false pretence has any lasting effect."[1/]

The socialist teacher can only carry out his mission to the full provided his world outlook orientation, educational activity, public involvement and his private life conform to the interests and norms of a socialist society. The interests of the individual and the socialist society must not be antagonistic. It is of personal importance to the teacher to identify himself with the programme of the Communist Party and with the concrete tasks of social development. Only the teacher whose private life is consistent with his actual educational work acquires authority, achieves permanent and effectual educational results. We assume in training teachers the requirement that they take an active share in public life, that they participate creatively in the grand struggle for the further development of the socialist society. This is also in keeping with the partial measures taken to improve the training and further education of teachers, which constitutes a part of the Project for the Further Development of the Czechoslovak Educational System.

The tendencies to form an elite, the bourgeois and revisionist "theories" regarding the exclusive status of the intelligetsia was and is alien to the socialist teacher. They are aware that only an identification with the working class and its vanguard - the Communist Party - enables them to fulfil their noble mission as popular educators.

The strengthening of the ideological-political, educational and cultural function of the school and the extension of its influence on leisure time, especially of the younger generation, presupposes an intensification of the many-sided links between teachers and parents, a wider scope for the teacher´s participation in the work of the Socialist Union of Youth and its Pioneer Organization, and a more rational utilization of the teacher´s working hours and free time. The average age of our teachers is very low. This is a great advantage for the further orientation of the teaching profession, which in its majority is not burdened by bourgeois and petit bourgeois ideologies. The lack of experience, however, the malleability and a certain instability pertaining to the young at the same time places great demands on the systematic work of school authorities, especially where young teachers are concerned.

The Project for the Further Development of the Czechoslovak Educational System will establish conditions for paying comprehensive attention to ideological-political and professional advancement, to giving prompt information to teachers, to attending to their professional, social and health problems. The extension of the function of school inspections in conducting education, the joining of the task of checking with that of the informative-instructive and educational will doubtlessly be an aid to teachers in raising the efficiency of their work in accordance with the general tendency of the progress in the educational system.

Pedagogics is very much preoccupied with the content and organizational problems connected with the training and further education of teachers. The forming of the teacher´s personality in the course of his training and while carrying out his profession has not been a focal point of attention among educationalists up till now. The teacher´s personality has been the subject of several scientific papers dealt with from a certain angle, but we lack a comprehensive scientific analysis of the pedagogical, psychological and sociological bases for forming the teacher´s personality in a socialist society. This is the more urgent in the forthcoming period when the consequences of the scientific-technical revolution are penetrating into schools to a larger extent. In the circumstances of a class divided world the socialist teacher must be equipped to enable him not only to ward off harmful ideological influences, but on the contrary to actively apply his ideological-political, pedagogical, psychological, professional and methodological knowledge and aptitudes in the personality forming of socialist man.

The main task included in the unified plan of the departmental research programme in Czechoslovakia is the following: "The system of life-long education of educational personnel in the mature socialist society in Czechoslovakia". This framework comprises a subsidiary research task "The personality of the socialist teacher and the unfolding of his creativeness", which is a good initial point for a comprehensive research of the personality and activity of the teacher. Nevertheless it is necessary to approach these problems consistently from an inter-discipline viewpoint and establish conditions for broader co-ordination in research collaboration among the socialist countries. Undoubtedly the IIIrd Conference of Teachers of the Socialist Countries, which will deal with the problems of the socialist teacher, will not only serve as a stimulus for scientific research in the individual fraternal socialist countries, but also as a basis for integrated research of the teacher´s personality in the framework of the countries associated in the Council For Mutual Economic Aid. We have common aims and problems, their solution will be the easier if we deepen our scientific-research co-operation.

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1/ J. A. Komenský: A Guide to Good School Organization. Selected works II., State Pedagogic Publishing House, Bratislava 1956, p. 404.

Ján Matejčík

EDUCATION TOWARDS THE TEACHERS´ SCIENTIFIC WORLD OUTLOOK IN THE SPIRIT OF MARXIST-LENINIST IDEOLOGY

The Marxist-Leninist theory of education conceives the education of socialist man as a process of forming his mental profile in the present time, as the education of a highly qualified expert, whose world outlook approach to the tasks of building-up a mature socialist and communist society is consciously political and ideologically founded, who is morally and physically ripe, whose way of thinking and working is of a high standard.

By communist education in its most concise form we understand a world outlook education, which consists of the following components: a cognizance of the laws of the world /i.e. the rational aspect of the world outlook/, the evaluation of phenomena and processes on the basis of a deep knowledge of the mutual connections and conditions, further the normative aspect as a whole and finally its practical aspect, in which the relationship between theory and practice is reflected contradictorily, demonstrates the qualities and moral aspects of man. In educating the socialist teacher we must bear in mind all these components, attributes, especially, however, the verification of acquired opinions, theories, ethic and aesthetic principles in educational practice. The essence of world outlook education is to acquire and identify oneself with Marxist-Leninist theory and methodology and have a command of the three components of Marxism-Leninism, in particular dialectical materialism.

The second aspect of world outlook education is *a world outlook struggle.* We prepare teachers to reason scientifically and theoretically and to reject bourgeois ideology, idealism, religion, and we equip him with the ability to fight against philosophical and ideological revisionism.

In our educational work - in our world outlook education - we devote increasing attention to the *international* aspect of communist education. At the same time we are concerned with a qualitatively new approach to this question. For the first time we are concerned with a profoundly theoretical reasoning of this principle as a fundamental economic and political relationship between the socialist states and an ideological relationship with the communist and workers´ movements in the world.

Moreover, we are not merely concerned with an agreement with internationalism, but with the cultivation of a sense of responsibility of every individual for the fate of socialism and mankind´s development, for the maintainance of world peace, for international relations with all the progressive youth of the world. Further we should like to increase the knowledge and the emotional appeal of international relations, especially with the people and the young generation of the USSR and the other socialist countries.

Another sphere to which we must direct the attention of our pedagogic theory and practice is the proportion between three aspects of world outlook in teachers´ education - the sphere of the rational influence, the emotional influence - the creation of optimistic conditions, an emotional identification with the struggle of the working class, the instilling of a strong aversion and hate for fascism, colonialism, the bourgeois falsification of history and all forms of idealism.

Vital for world outlook education is a clear conception, a comprehensive view and the creation of a harmonic, functionally precise system of education from pre-school education up to the various forms of under-graduate to post-graduate courses. The goal-orientated, systematic activity of the Party and state organs in controlling world outlook education is the basic feature of the relationship of the Marxist Party to the education of the broad masses of the working people, in particular the working class, teachers as well as the younger generation.

Having overcome the crisis in our country that seriously disrupted the influence of world outlook education, we have achieved positive results in the control and realization of the aims and tasks of world outlook education. This, however, does not give us a right to idealize the current educational system and its impact. In practice there is still evidence of formalism, lack of purpose, lack of conviction and simplification. Meanwhile we are continuously aware of the fact that an impression on the thinking of our working people is made by ever new forms and new means used by our ideological adversary - by bourgeois ideology, the church and so-called Marxology from various anti-communist centres. In our education we should not underestimate the existence and negative effect of many contradictions arising in socialism as a conflict between individual and social interests.

In the conditions of the building-up of a mature socialist society we have the theoretical, political and executive prerequisites and means for moulding man with a sound scientific world outlook.

In the education and integrated training of the socialist teacher the teaching-educational process, especially the process of acquiring the dialectic-materialistic teachings by a thorough and deep study of Marxism-Leninism, have a primary function, while the question of a first-hand knowledge of the methods and thoughts of Marxist-Leninist classics and their works is becoming ever more urgent.

The essential means of promoting the world outlook education of the future teachers is the teaching of the subjects the student is acquiring for his future career. The teaching of the specialized subjects must be based on the methodology of Marxism-Leninism and we must perceive their ideological value and bias. At the same time we adhere to the principle that concrete sciences cannot solve questions of world outlook independently of basic philosophical questions, independently of the methodology of dialectical materialism, for no science exists without a connection with philosophy, and therefore attempts to isolate science from philosophy, or their identification leads to the concept of "pure science" unrelated to other forms of knowledge.

In this context of relationships the social sciences must fulfil, in forming a world outlook, its social aspect, reveal the moving forces and laws behind social developments, enable to avert correctly tendencies hampering social progress and anticipate the further development of social processes. The natural sciences form a natural-scientific basis for dialectical materialism. The teacher´s personality, which is the embodiment of an integrated educated man, a politician, a scientist, an ideologist and a conscious member of a socialist society is unthinkable without a solid grounding in all the components of Marxism-Leninism. This proviso of professionalism and Marxism has invaluable positive, but also negative consequences. The way, the manner in which one seizes upon methodological generalizations is an important moment in world outlook education. It is harmful to theoretical reasoning, it devaluates its effect, if we present the people we want to influence with ready conclusions. Much higher principles and a much deeper impression is gained by leading the students towards discussion, to finding problems, to discovering Marxist-Leninist methodology as an instrument for learning and changing the world.

We can cultivate a world outlook as a theoretical consciousness and as an active world outlook enabling man to find his bearings in complicated life situations. Hence we consider the combination of theoretical teaching with the political, economic, cultural and pedagogical practice as one of the most weighty tasks in the education of the socialist teacher.

The active participation of students in political-ideological and scientific-research work takes an important place in the preparation of future teachers. The organization of seminars, conferences, discussions on topical political, philosophical, natural science problems in the world today, as well as means of criticizing anti-communism and revisionism, debates and research into the world outlook attitudes of under graduates comprise a complex of means to be used outside actual teaching, by which we can exert an influence on the forming of a scientific world outlook, or verify its standard.

In conclusion we must add that the degree of success in affecting the future teacher is proportionate to the ability of the educator to combine and conceive dialectically the aspects of upbringing and education in the process of forming the personality, at the same time we stress the important methodological element of the superiority of the educational goals.

Ján Jelenčík

THE FORMS AND METHODS OF TRAINING AND OF FURTHER EDUCATION OF EDUCATIONAL PERSONNEL IN AN ADVANCED SOCIALIST SOCIETY

The building-up of a mature socialist society in the conditions of intensive scientific-technical developments and of a change in the character of social work makes ever higher demands on the education and the ideological-political and professional training of the younger generation. In this connection the demands made on the teacher are also greater. Marxist-Leninist pedagogics has emphasized in theory and confirmed in practice that the teacher is indispensable in the educational process, and has proved that the quality of an upbringing and education is dependent on his personality, his integrated training and his ability to seek and acquire progressive forms and work methods and to continuously improve on them.

Therefore allow me to draw your attention to some questions related to the selection, forms and methods of training and the further education of teachers and other educational personnel, which, in accordance with the adoption of the Project for the Further Development of the Czechoslovak Educational System, we conceive as a unified comprehensive system of life-long education, and this beginning from the furtherance of the first indications of educational talent, via an all-sided training at secondary school and university, up to various forms of further education.

The basic and secondary school already plays a significant role in guiding children and youth towards the teacher´s profession. The most capable pupils and students, who are interested and have prerequisites for the teacher´s profession, are consciously goal-orientated towards chosing teachers´ courses at universities. This is a deliberated and goal-orientated inducement of awareness among youth concerning the essence of the teacher´s and educational profession, and the social status of educators in a socialist society. This is expressed in the encouragement of students to take an active part in leisure-time activities according to their interests, in participating in all fields of social activities suited to their interests, especially in work in the Pioneer organization of the Socialist Union of Youth, and in the Socialist Union of Youth itself. An asset in this respect is the expansion of syllabuses at grammar schools and the optional subjects such as pedagogics and psychology. Universities training teachers are also effectively helping in this process.

The training of teachers and educational personnel is accomplished at universities and colleges, as well as through various forms of extra-mural studies for the employed.

Secondary pedagogical schools cater for the training of teachers for nursery schools, who can take up regular courses, or study externally while working, or as post-graduates having passed the school leaving examination at secondary school.

Study courses for teachers of general school subjects for pupils from 6-18, that is for basic and secondary schools is unified and is ensured by the pedagogical, philosophical, natural science, mathematical-physical faculties and by the faculties of physical training and sport belonging to universities. The teacher trainees of specialized subjects taught at secondary vocational or apprentice schools are prepared for their careers at technical, economic, agricultural and art faculties of universities.

The training of teachers and educational personnel at these universities is carried out according to unified syllabuses and curricula valid throughout Czechoslovakia,which ensure a uniformity in the training and education of future educators. All the components, determining the profile of the teacher and educational staff, namely the ideological--political, pedagogical-psychological and specialized-professional, are represented in the contents of the courses.

An integrating factor in the preparation of educational personnel is practical work, which is included in the study courses of all forms of study and takes place mostly at schools and training centres under the patronage of faculties so that their teacher trainees can gain practical experience. Within the framework of regular day studies provision is made for on the one hand social political involvement, including various forms of social activity, especially in the Pioneer Organization of the Socialist Union of Youth, and on the other hand actual tuition practice taking place for longer periods at set intervals.

The basic teachers´ training is followed up by a unified comprehensive system of further education of teachers and other educational personnel.

We view this comprehensive system of further education as a systematic perfecting of the ideological-political, pedagogical and specialized subject education of the teachers and other educational personnel in in-service training, as a way of ensuring and co-ordinating all types and forms of further education so that they are linked in a sequence, supplement each other in content and thus effectively contribute to the forming of the socialist teacher´s personality in the conditions of an advanced socialist society.

The system of further education includes basic and interesting types and forms of further education. There are three essential stages: The first stage is the introduction of the teacher-beginner into his practical work. It is determined for all beginners with the aim to help overcome initial difficulties in the work, and to help apply creatively the knowledge gained in basic training.

The second stage takes place after the secondary school leaving examination. This post-graduate course for teachers and educational personnel usually lasts two years. Its aim is to enhance the ideological-political standard of the teachers and educational personnel to innovate, supplement and further broaden the pedagogical-psychological and specialized--professional disciplines.

The third stage is specialized study. In the specialized study the teachers and educational personnel, usually having completed the second stage, can choose according to their own judgement, possibilities and interests, as well as taking into consideration the needs of the school, from the wide range of offered forms of study. The aim of this course of study is to improve the work of the educational personnel, develop their pedagogical creativeness and prepare them for more exacting types of educational activity.

A third component of the further education of educators are the above-mentioned forms of ideological-political education, which all teachers and educational personnel undergo. Its contents is directed towards the study of Marxism-Leninism, contemporary topical questions of the Communist Party of Czechoslovakia´s policy and of the international workers´ movement. The experience gained so far justify this form of education.

Apart from the above-mentioned forms and stages of the further education of teachers and educational personnel, their parallel continual education also plays an important role. Here we have in mind short-term forms, seminars, days devoted to methodology to deal with topical questions concerning pedagogics organized by the Regional Pedagogical Institutes and by the local District Pedagogical Centres.

Owing to lack of time it was impossible to make a deeper analysis and elaborate on the forms and methods of selection, training and further education of educational personnel. So

I tried to present a brief survey, while I should like to stress in conclusion that only a systematic and goal-orientated improvement in the selection, training and further education of teachers and other educational personnel can be a guarantee for fulfilling the exacting tasks in the upbringing of the younger generation and in preparing them for the life and work in an advanced socialist society.

Karel Tmej

PROBLEMS OF THE SYSTEM OF TEACHERS´ FURTHER EDUCATION IN CZECHOSLOVAKIA

In connection with the Document on the Further Development of the Czechoslovak Educational System, which implements the Czechoslovak Communist Party´s programme adopted at its XVth Congress, a system of further education for educational personnel, which is part of the life-long teachers´ education spaced out in stages, is being elaborated in Czechoslovakia.

The system of the further education of educational personnel premises that the tasks and social professional characteristic features of educational personnel evolve and change in the course of their life-long professional career. The further education is therefore conceived in accordance with the dynamics of the changes in science, technology, culture and the educational system itself, as well as in compliance with the specific features of each phase of the professional career of an educator.

In consistency with the Project for the Further Development of the Educational System the unified system of further education will apply to all educational personnel, including supervisors, foremen in charge of teaching trades, group leaders of Pioneer Organizations of the Socialist Union of Youth, staff in the Houses of Pioneers and Youth. We shall refer to them under the general term "teacher".

Teachers´ further education consists of three basic stages. The first follows immediately after the completion of teachers´ university training; for teachers at pre-school institutions after finishing their four-year secondary school course, and takes one year. This first compulsory stage of further education is an organized introduction into practical tuition. The object is the professional adaption to the teacher´s new work, to learn the role of the teacher, to creatively apply previously gained theoretical knowledge in practice, to intensively consolidate a command of the educational work. The emphasis in content, in introducing the teacher to his practical work, is put on demonstration lessons at his own school, on an analysis of his demonstration lessons during private consultation periods and seminars. A teacher nominated from the best among the staff, who teaches the same or a related subject at the school in question, as well as the authorities on methodology at the school, the Regional Pedagogic Institutes and District Pedagogic Centres collaborate in initiating the teacher-beginner into his new work.

The second stage of further education has an innovation character, and the teacher enrolls for it after six or eight years of teaching experience. The aim of this study course, usually lasting two years, is to refresh, deepen and extend the ideological-political, pedagogical, psychological and professional education of the teachers. The tuition is carried out at the level and the type of school where the teacher-trainee acquired his professional education originally in the form of guided private study, supplemented by consultations and lectures.

The third stage of further education is voluntary and its function is specialization. Experienced teachers, who have served in the profession for many years and have as a rule undergone the previous stages of further education, may choose according to their own interests, prerequisites and according to the needs of their school one of the forms of study that are prepared for them by the Centres for the education of teachers in Prague and Bratislava, the Regional Pedagogic Institutes and the Universities. The contents of this stage of further education is aimed at training specialists in education - e.g. educational advisors, teachers to initiate beginners, leaders of hobby circles or methodologists for the Regional Pedagogical Institutes and District Pedagogical Centres. The gaining of academic titles, or the elaboration of some outstanding work in pedagogics etc. is also recognized as the third stage of further education.

Consistent learning is also part of the system of teachers´ further education. In short-term courses and seminars organized by the Regional Pedagogical Institutes, the District Pedagogical Centres or authorities on methodology at the schools the teachers are given instruction about topical practical questions in education. At present, for example, they are being prepared for the gradual alteration of the educational system.

A vital component of the system of teachers´ further education is the ideological-political one, which integrates all further erudition. This is organized in the course of the teachers´ professional career by the school administration in conjunction with Party organs.

One of the basic problems of this devised system of teachers´ further education is its effectiveness. In this context further education should become one of the operational instruments in managing education. Through further education innovation changes should be achieved in education, changes in the sense envisaged by the goals set by Party and State organs in the educational work of every single teacher. With this object in mind we are focusing the solution of theoretical and practical questions on three major spheres.

I. We are working out in detail the concept and the both comprehensive and sequential contents of teachers´ lif[illegible]ng education beginning with the professional orientation of secondary school pupils, via the university training of teachers up to all the phases and types of further education. In this connection there is an urgent need for the contents of the teachers´ education not to be influenced by randomly selected criteria or subjective opinions, but that it should be based on the theory of the construction of syllabuses, curricula and examination requirements of under-graduate education and of the programmes of teachers´ further education.

In making concrete decisions about the subject matter of each field of study or school subject a large number of circumstances and factors come into play, which have not been sufficiently considered and which are often not taken into account in all their complexity. On the basis of preliminary

Czechoslovak research they may be hypothetically classified into four categories, whose operation is differentiated according to whether we are concerned with the training or the furthere education, and according to the type of pedagogical qualification /teacher´s or supervisor´s qualifications, specialization according to the grades to be taught at schools, or types of school, according to subjects and so on/:

1. Since the school in a socialist system is considered to be the main instrument of ideological, political and world outlook education of youth, and the teacher the immediate person to implement the educational policy of the Communist Party and socialist state, one of the guiding principles in the construction of the contents of teachers´ education is the principle of an ideology in the spirit of a communist upbringing.

2. The scientific /artistic-cultural, technical or practical/ field or discipline, which is composed of its contents, inner divisions and their arrangement, has a decisive effect on every field of study or subject the teacher-trainee is engaged in. The scientific field and the subject read at university, however, are not one and the same, and it is necessary to realize the difference in training teachers. The construction of the syllabus of the subject to be studied is unthinkable without an analysis of the respective scientific field with a view to its historic development and the present system, taking into account ideological conditions, methodological changes, specialization and integration, the connection with related and inter-discipline fields and its sphere of application in various practical branches. At the same time

all these scientific fields and cultural spheres must be understood in their entirety, in how they are mutually conditioned, in how they are differentiated and integrated, which enables a clarification of the position of a certain field in the social-historical process of learning. Such an analysis of the state of scientific knowledge or culture is of outstanding importance in constructing the syllabus of teachers´ education, especially in the era of speedy scientific-technical development.

3. Since it is indisputable nowadays that all the components of teachers´ education must be highly professional, due regard is paid, in devising them, to the respective tuition subjects as they exist and evolve at the schools of various phases and types. The subject taught by the teacher does not in fact constitute the subject of the teacher´s education, but in virtue of the criteria applied to the tuition subject /or rather to the prospective projects for modernizing the subject/ the pedagogical viewpoints of a general conception of education, the relationship between the scholarship in a certain subject and practical life, the manner in which children and youth comprehend learning and their attitudes to new knowledge in a particular subject etc. are penetrating into the devising of syllabuses. At the same time we must take into consideration the prognosis for the development of the tuition subject with a view to possible changes in its function within the framework of the educational system, be it general or vocational.

4. The criteria for the elaboration of the contents of

the teacher´s education, however, would not be complete without taking into account the social and professional environment in which the teacher´s activity takes place. This criterion in particular affects the professional orientation of the study course. The social and working conditions of the teacher represent the sum total of the demands made by society, the educational system and the profession on the teacher´s activity. These requirements and expectations /or rather the social-professional role/ are expressed and enforced by the political and state organs, the school administration and the management of the school, by the general public, children and youth, but are also included in the philosophic concept of the teacher´s personality, in the theories and research of scientific branches dealing with upbringing and education. A by no means negligible share in the forming of the contents of teachers´ education should also be taken by the actual performance of the teacher and by ascertaining objectively the genuine facts about school, because only with a view to them is it possible to devise the kind of syllabuses and curricula, examination requirements and programmes conducive to making the teacher´s education a genuine instrument for improving school upbringing and tuition.

II. Linked with the unified system for the further education of teachers in Czechoslovakia are the efforts being made to modernize the educational methods employed in this field. In so far as the innovation goals are presented to the teachers essentially in the traditional ways they have little hope of success. Theoreticians and experts in practice should take concerted action in elaborating definite innovated projects for experimental schools, from which the basis of teachers´ further education should emerge. For instance, the experience gained from experimental schools, at which the new concept of the first phase of basic school education was verified in Czechoslovakia for several years, was successfully utilized in training teachers for work with the new contents and methods to be applied in this reformed phase of the school system. A similar procedure is being adopted at other types and phases of schools.

III. However, neither the educational intentions expressed by way of study plans, syllabuses, programmes of teachers´ further education on the one hand, nor the organizational timetable mapped out by institutions and effectuated in the designed stages and types of teachers´ further education on the other hand, have solved all the problems. Equally important is the motivation question of every participant engaged in further education; everyone who is already qualified should find a personal inducement prompting his endeavours to continue systematically in quest of further knowledge and skills. In this connection the problem of providing teachers with an incitement for further education remains.

The most effective stimuli must undoubtedly be sought and created in the actual work the teacher does at school and for the general public. The duties required of teachers by the education authorities and the criteria evaluating their activities significantly influence their motivation and thus also the realization of the teachers´ further education. They will have a positive influence provided that they are in accordance with the educational aims of further education, especially as far as the innovating aspect is concerned. The manner in which the educational system is controlled becomes an important factor affecting teachers´ further education, if the requirements are laid down in a sufficiently pedagogically qualified manner, and if realistic conditions for educational work are competently and effectively established presenting the teacher with such political-professional problems and questions, whose solution must needs demand further education.

Only on the basis of theoretical as well as a practical solution of the problems outlined can the demanding system of teachers´ further education become objectively and subjectively an accepted vital part of the educational system, which significantly influences its functioning.

Marie Klímová

THE FUNCTIONAL UNITY OF THE IDEOLOGICAL-POLITICAL, EDUCATIONAL AND PROFESSIONAL COMPONENTS IN THE TRAINING AND FURTHER EDUCATION OF TEACHERS OF VOCATIONAL AND PRACTICAL SUBJECTS

The tempo of technical and economic innovations, the changes in the character and contents of the work connected with the onset of scientific-technical progress has given rise to a need for a new quality in the training of young people for careers, especially those due to take up various workers´ professions.

In Czechoslovakia a response to this trend is the document on "The Further Development of the Czechoslovak Educational System", which is based on the conclusions reached at the XIVth Czechoslovak Communist Party´s Congress and the results of the July Plenary Session of the Czechoslovak Communist Party´s Central Committee in 1973. The document comprises a concrete programme on the lines stipulated at the Czechoslovak Communist Party´s XVth Congress. It constitutes a long-term project ensuring that the educational system of youth and adults takes on an ever more democratic and modern character. It comprises a complex cultural-political programme closely linked with the intentions in all other spheres of the Czechoslovak Communist Party´s policy. Its concept reflects the tasks and ideological-political, economic, social, demographic, cultural, pedagogical, technical and other viewpoints.

Up till now the content aims of vocational training and some of its organizational forms have still borne the marks of a past legacy, when all that was required of a worker, or technician, was a command of certain skills, when his instruction was conceived as a mere reproduction of labour force disregarding any broader educational goals. Today such a narrow view is far from corresponding to the present requirements of building-up a developed socialist society, which is striving to attain a social homogenity and is exploiting all possible means to form its members´ integrated developed personalities.

The new conception of educational contents and methods should enable young people to acquire in an optimal time such knowledge and skills to facilitate not only the carrying out of their profession in the given field of social activity as soon as possible, but also the further raising of their qualifications within the system of a life-long education. The point is to provide them with a high standard of general educattion and in the educational process to make full use of all its formative attributes influencing the training, which lead to the accomplishment of the workers´ social and political function. The prerequisites must be created for the younger generation to receive a higher education, in advance of the times, for this is vital for a further implementation of the process of intellectualizing manual work; the demands put on education must be met with today.

The fulfilling of the above-mentioned aims to train youth for professions is immediately reflected in the task, mission and position of the teachers of vocational subjects and of the instructors in practical work within the process of education and thus also in their respective training and further education. The conception of the training of the teachers of vocational subjects and instructors in practical work must respect the specific peculiarities that differentiate the preparation of youth for vocations as opposed to other components of the educational system, and this both from the point of view of the aims and contents and with regard to the methods and forms of pedagogical work.

The profession of teachers of vocational subjects is a comparatively young specialization, whose character and mission is still being shaped. The specific character of their training is given by the fact that in the sphere of the training of youth for a profession, especially the manual ones, two independent systems of social practice interplay: the educational system and the economic one.

The learning activity of the pupils in training for a vocation in part overlaps with their working activity, the conditions for education and upbringing with the working conditions; the teachers are to a certain extent the direct and indirect organizers of production and their pupils the producers. Object-subject relations arise between the production activity and education, between the teachers and pupils, which are characterized by a considerable dynamism and variability. The status of the teacher of vocational subjects and the practical instructor is taking on ever more markedly the features of an expert managing and co-ordinating the pedagogical, social and economic process affecting the pupils. Hence the teacher´s training, by which we understand the theoretical preparation in the sphere of ideological-political, specialized and pedagogical training as well as actual practical work in an enterprise, must contribute in its contents to an acquaintance with the social structure with which the pupils will come into contact in their profession. It follows from this that the guiding principle for the training of such teachers lies in the functional unity of the moral-political, pedagogical-psychological and specialized subject components, which bears in mind the final aim of the teacher's effect on the upbringing of youth for their economic and civic-political task in the life of the socialist society.

In the training of the teachers of vocational subjects and the instructors account must be taken of the increasing qualitatively new status of the long-term specialized and political experience gained directly in the process of production, for their chief potency lies in the upbringing of youth combined with the topical problems of socialist production, with its economic, technical and technological as well as social aspects. The teachers of vocational subjects acquire this ability only partially in the course of their university theoretical training. A decisive role is played by their own practical work in the respective branch of the national economy. In the work of the future teachers of vocational subjects and of instructors there is no substitute for first-hand experience of the organization and technology of production, the solution of inter-personal relations in the community of a socialist enterprise. The efficacious moral and political influence of these teachers is subject not only to a thorough knowledge of Marxist-Leninist theory, but also to a personal knowledge of the life of the working class, the working and political atmosphere in the factory, enterprise, co-operative and so on.

By the unity of the ideological-political, pedagogical and specialized components of the education of teachers of vocational subjects and instructors of practical work we understand then a mutual intermingling of the contents of these three components and as a goal-conscious interlinking of the theoretical preparation and the specialized practical work. The preparation and further education of these teachers cannot simply constitute an appendage to the pedagogical education, specialized training and specialized practical work. We are concerned with quite a new quality of experts - a teacher in a position to mould a new way of thinking that admittedly follows up previous specialized practical experience, but is also subject to the educational aims of preparing youth for their career.

The pedagogical-psychological aspects of the teachers' work with which they were familiar earlier too, to a certain extent also as experts in production, are now acquiring a dominant position in the education of youth. The specialized and technical knowledge serves a different purpose in school than was the case in production. That is why the former organizers of production, now in the capacity of teachers, are faced with the task of newly assessing priorities taking into consideration the importance of the aims in the sense of the bi-polar function of the teacher focused both on the pupil´s personality and on the contents of the knowledge he is passing on. This is the principle on which the organic linkage of all the components of the preparation of the life-long education of teachers of vocational subjects and instructors of practical training is based. Their profession is an extension of their career and consists in multi-phase theoretical preparations.

The model of the life-long education of the teachers of vocational subjects and the instructors of practical work may be expressed in the following key-words: specialized preparation - practical work - pedagogical preparation - the introduction into teaching as such - the innovation of specialized and pedagogical knowledge - pedagogical specialization or scientific research, or other creative activity.

Martin Hargáš

THE TEACHER AS EDUCATOR

Three decades of socialist development in Czechoslovakia have given a clear demonstration of the social-political and economic changes that have been brought about following the victory of the socialist revolution, which have also had a marked influence on the conditions of upbringing and education and hence have also made imperative the establishment of a correspondingly adequate position for the school and the role of the teacher.

In my brief paper I should like to mention in particular two fundamental factors that determine the role of the teacher in the new circumstances. These are above all:

1. the need to ensure a unified educational influence of all the educational factors, and

2. the demands put on the teacher´s personality emerging from the socialization and integration tendencies in the development of our educational system.

The first of the above-mentioned factors transpire mainly from the objective conditions that the socialist society creates for education, such as for example the political system of the society, from the non-antagonistic relations between the classes and the social grouping as a prerequisite for strengthening the moral-political unity of the workers´ interest. In such circumstances the unity of aims of education not only become a possibility, but a categoric demand, for it follows from the basic social mission of the individual factors of education. The school, as a specific social and educational institution, which has the most systematically designed system and content of education, as well as cadres trained for this particular purpose, is endowed with the task of co-ordinating and unifying the educative influence of all out-of-school factors of education and with their goal-conscious utilization as a complement to the actual educational aims.

The second factor, determining the position and role of the teacher in the new circumstances, are on the whole internal dynamic changes and tendencies in the development of the school system, contents and organization of education. Consequently there is a continual process of development, differentiation and integration of the pedagogical profession. As on the one hand the advance of science and technology is a compelling force in the deepening of specialized training and narrower specialization, on the other hand it makes demands on the education in practice, on the expansion of the social--communal and educational function of the school, the mutual approach and integration of the individual links of the educational system, the expansion of all-day educational care of children, the establishment of boarding schools, which in turn urgently requires universally prepared teachers with a broad profile capable of successfully exerting their influence not only in the traditional sphere of compulsory education, but also in the sphere of guidance of individual interests outside the classroom; in the activities of social, cultural and economic organizations, that is to say not only in school, but also outside it, not only in work with the young, but also with adults.

A prerequisite for this is that the teacher should have a perfect command of the aims, methods and forms of communist education in its entirety, that he should be superbly accomplished in implementing the principles of socialist pedagogics, especially the principle of the unity of upbringing and education, the principle of the connection between school and life in general and that he should prove in his concrete practical work a justification of the leading position and the school and its decisive role in the educational process.

The analysis made hitherto of teachers´ training has shown that it does not correspond to the above-mentioned demands. Not only in content, but the system as a whole still bears traces of out-of-date non-dialectical conceptions of the pedagogical process: it has consciously separated upbringing from tuition, for which it has evolved two independent categories of educators - teachers and supervisors. In the training of teachers the emphasis is chiefly placed on specialist subjects and the narrow didactical aspect of the preparation, while the ideological-pedagogical aspect is underestimated, especially the theory of education. As a result the division of the profession into teachers and supervisors, the training in a specialist subject of the latter has disappeared as a component of the syllabus and has been narrowed down to a general introduction into pedagogics with an expressly admonitory character. A logical consequence of this was that even when the training of teachers was raised to university courses it subsisted demoted at secondary school level.

The conclusions reached by the XVth Congress of the Czechoslovak Communist Party and especially the resolutions adopted by the Presidium of the Central Committee of the Czechoslovak Communist Party on the Project of a Czechoslovak Educational System, which also includes a project for the training of teachers meant a significant turning point in the conception of teachers´ training.

This is based on the social demands placed on the preparation of teachers as a decisive factor in the communist education and on the progressive trends of the future development of the Czechoslovak educational system. The contents of the system is devised as an open, dynamic system, whose aim is to prepare teachers with a broad pedagogical profile capable of successfully utilizing their proficiencies not only in school, but also outside the school as public-political educational workers. Thanks to a oneness in the aims of the training a harmonic balanced unity of the three fundamental components should be achieved, that is to say the ideological-political, pedagogical-psychological and the specialist subject component. Appropriate emphasis, at the same time, is placed on the moral--political and professional-pedagogical prerequisites of the candidates for the teacher´s profession. In the ideological--pedagogical preparation stress is laid on the training in guidance work in the educational process, in which the methods and forms of preparation should make a marked contribution, supported by goal-consciously conceived political-social and pedagogical practical deeds.

Therefore a command of the theory and practice of education outside the classroom will be an inseperable component of the qualifications of every teacher, thus gradually abolishing the separate training of supervisors, for this will be integrated in teachers´ training in general, ensured uniformly at all universities.

Oldřich Franc

THE PROBLEMS OF METHODOLOGY AND METHODS OF RESEARCH ON QUESTIONS OF TEACHER AND TEACHERS´ EDUCATION IN CZECHOSLOVAKIA

According to the conclusions reached at the XIVth and XVth Czechoslovak Communist Party´s Congress the political, professional and moral qualities of the teacher occupy a significant position in the social-political and cultural development of the Czechoslovak socialist society. Hence the training and education of teachers is continually receiving social attention and is becoming part of educational policy. The increasing demands made on the selection, training and further education of teachers and other educational personnel and the consistent evaluation of the results of their activity requires that due attention be paid to these questions in pedagogical research as well.

Czechoslovak pedagogical science has devoted and continues to devote systematic care to these questions. Again it is being called upon to do so in the document for the "Further Development of the Czechoslovak Educational System", approved by the Party and State organs in 1976.

The comparative, historical and empirical study of the fundamental theoretical questions of teacher´s education since the sixties has shown that the training of teachers in the industrially advanced socialist countries is being shaped on the basis of similar essential principles, and that the scientific research into these problems carried out in the individual countries has paved the way to clarifying common fundamental questions.

It has become a tradition in recent times to include these tasks in our state and departmental research plans, and similarly this is the case in the other socialist countries. The aim is to meet the needs of the teachers´ profession so that it can be carried out as a specific professional activity, to meet the requirements for the direction and planning of teachers´ training and education. Thus the research embraces a broad scope of problems e.g. the aims, contents, means, methods and institutional organizational basis of under--graduate and post-graduate university education of teachers for all grades and types of schools, as well as the problems of the selection of candidates for the teachers´ courses and their professional orientation.

Pending on this weighty research is the successful functioning of the system of training and educating teachers, which presupposes the solution of the relation and dynamics of all the structural components of this system, so that throughout all the stages of the teacher´s education those innovational changes that the social developments of our mature socialist society and the further advance of our educational system at the turn of the 20th and 21st centuries necessitate may be anticipated. It may be assumed that the cardinal alterations will be rather in the content and the methods of training and education than in the institutional changes.

A component of the main task of the state plan in the past Five-Year-Plan was a minor task, "The System of Training and Educating Teachers in Czechoslovakia in the Period of the Scientific-Technical Revolution and in the Conditions of a Class Divided World", on which under the guidance of prof. A. M. Dostál CSc 16 researchers in five institutes collaborated in investigating the most important problems of teachers´ education. Similar problems were dealt with in the departmental research task, "The University Training and Further Education of Teachers of the Basic, Secondary and Vocational and Technical Schools and Apprentice Centres", in which the work of 146 investigators, above all scholars of the pedagogical and other faculties concerned with teacher training was co-ordinated by prof. Emil Kraemer.

An analysis of the results hitherto of the research into these problems, especially those included in the state research plan /the carrying out of the analysis of the present system of training and education of teachers in Czechoslovakia, its development and the results of its functioning, the comparison of the systems of teachers´ training and education in selected socialist and capitalist states on the basis of the historical-comparative method, the carrying out of empiric investigations and theoretical analysis with a view to the essential pedagogical activity of teachers and supervisors and to the conditions of their social and pedagogical activity, the scientific analysis and critical evaluation of the system of bourgeois ideology influencing the opinions on teachers´ training and education, the work on the theoretical conception and model of a prospective optimal system of training and education of teachers in Czechoslovakia, the use of experimental investigation carried out in particular within the framework of the departmental research plan/, place enormous demands on the methodological approach in investigating the problems of teachers´ education.

It was also the intention in the departmental research plan for questions of teachers´ education standing in the foreground of the social and educational policy to be scientifically substantiated before the ministries of education take measures, for the research to serve in promoting innovation steps in accordance with the demands of our advanced society. Great attention was devoted to the examination of the pedagogical-psychological and other components of the teachers´ education, the stipulation of the combination of the tuition subjects, the question of planning the needs of the teachers and similar issues, so that the teachers´ education should anticipate the development of socialist education and bring it into harmony with the demands for modernizing instruction in schools.

The solution of such complex problems require a systematic approach which enhances the methodology used up till now by a number of new viewpoints and so provides a stimulus for the present limits to be exceeded and one-sidedness overcome. An overall approach, taking into account all the complexities, and following up the lines of a systematic methodology, enables the transcending of the hitherto mutual incompatibility of psychological, sociological and didactical investigations. It also makes it possible to come to terms with two extremes in the conception of education: the authoritative, where the determining role of the pupil was absolutized, and similarly the absolutization of the under-graduate teachers´ studies only, without due regard for both the system of training and education as a whole, as well as the further education of teachers.

The use of this new approach gave rise to complicated problems such as:

- how to select such partial problems - the tasks for independent research for the individual investigators or for the team, which as a whole would perceive the essential elements of the complex problem of the teachers´ education;
- how to gain for the investigation and solution of these partial problems such investigators, for whom these problems are familiar and who have acquired sufficient erudition and experience in their scientific and pedagogical work to be in a position to solve them;
- how to summarize from the research carried out the accumulated data, which have conceptual and methodological importance for the further research of teachers´ education, above all within the framework of the departmental plan, and so on. Such data, for example, include the basic principles of Marxist historical-logical analysis of the system of teachers´ training and education and its functioning, the Marxist comparison of aims, contents, means, methods and organization of the system of teachers´ training and education

in selected socialist and capitalist states, the topics for experimental verification of selected models of the optimal system of teachers´ training and education in Czechoslovakia, and so on.

From the research point of view we were concerned with a very complicated problem - The complexity lay above all in that the partial tasks had to observe the intentions of the main central task, "The Educational System in Czechoslovakia", that it was connected - had a relation - to the departmental task, which was being solved, bearing in mind the rich internal content differentiation, by investigators both in the departmental institutes and at universities. We were concerned with penetrating into the actual specific characteristics of the given problem as a relatively autonomous phenomenon, which has its special structural features and relations and own dynamic development, whose movement takes place according to its own laws, affected by all three temporal dimensions /the past - the historical aspect, the present - its state in the given social-historical reality, the future - the tendencies, prospects for further development/.

It may be claimed that the investigators were successful both in continuing with the theoretical solution of the teachers´ education and the practical solution with regard to the past, and also in ensuring the correct relationship between the state and the departmental plan. The partial task of the departmental plan guaranteed its relation to the state plan on the basis of concrete problems, especially in the approach to the investigations from below, whereas the task of the state plan ensured a view and approach from above in a broader context and in a long-term perspective. Thus they suitably converged in solving the problems of a varied approach in the vertical direction and on a horizontal plane.

Therefore research was undertaken in the system approach to investigations from the philosophical, economic, sociological, cultural, pedagogical, medical, biological-psychological point of view; ways were sought for elaborating on the theory of the teacher´s profession, for solving the content structure of teachers´ training and education; for example, the research into the optimal proportions of the theoretical and practical components in preparing teachers, the link between the theoretical preparation and the pedagogical practical work etc. The problems of teachers´ education were solved in the context of the life-long education of teachers, so that valuable stimuli were gained for the devising of the initial preparation for teachers in all the forms of their education, the foundations were laid for taking the first steps - and continuing the research into the problems of teachers´ education in the years 1976-1980.

In this respect it may be asserted that we have succeeded in a transition from mere description to a classification and analysis of the contents and organization as well as the results in the training and further education of teachers, from an analysis of pedagogical activities to an evaluation of their effectiveness /the question of criteria remains debateable/, the structure and components of the teachers´ education, the formation of teachers´ competence, behaviour, the analysis of the difficulties of the teacher-beginner in practical tuition, up to the multi-dimensional research, which must be elevated above the widely dispersed research of partial problems and lead to a concentration on some priorities, e.g. the observation of the teachers´ attitude and the formation of the teachers´ personality using the longtitudinal method.

In as much as we want to enumerate the chief methods used in the present Czechoslovak pedagogical research regarding the questions of the teaching profession, we may list the above-mentioned system approach, the historical-comparative method, the method of theoretical-logical analysis, the empiric research method, the experimental verification method, the diagnostical method /in a catogorial system of observing the activity of the teacher while teaching/, the method of devising models etc. The multi-functional scope of the last method mentioned is particularly acceptable in pedagogics in the structural system explanation of pedagogical facts, because it not only enables its description and measuring, but also its interpretation and prediction, moreover it enables a description of pedagogical phenomena and processes in their entire complexity. I myself used this method in solving the problem of the planning and dislocation of teachers. Other traditional methods still have their significance, for instance the method of statistical analysis /the amassing of a large amount of data, the elaboration of surveys, tables - recording a given state, also as an aid to comparative pedagogics/.

So far the investigations into the nature of teachers´ education have been multi-disciplinary, however most of the tasks have been dealt with in isolation, even though there was a certain integration in the pedagogical-psychological approach and it was also linked with the research in the field of adult pedagogy. This is the result of varied scientific and research erudition, varied experience and a varied degree of energy those working on these problems possess, it is a result of dissimilar working conditions and the dissimilarities in the extent of the problems being examined. That is why there have been and still are disparities in the scope embraced by the research, and there is also a disparity in the methodological standard.

Nevertheless, in its approaches, the team investigating teachers´ education has arrived at an orientation of the research on the basis of a broader world outlook and social relationships, it has grasped the role of the Marxist-Leninist philosophy, dialectical and historical materialism, and the materialistic dialectical, scientific and biased character of Marxist pedagogics in the process of perceiving the problems of the scientific factor of the teaching profession; it has devoted attention to questions of the potentials of cognition and assessment, the role of experimenting and the system approach, and the devising of models of pedagogical facts. Thus it has achieved a more complex and more penetrating discernment of the fundamentals of significant pedagogical phenomena and processes.

We have come to the conclusion that there are a number of problems we have in common in the sphere of teachers´ upbringing and education, and therefore the exchange of experience in research questions on this topic is essential, so that we can jointly seek ways and means of making an ever better use of the Marxist-Leninist methodology of scientific research in this sphere.

Miroslav Kořínek

THE PERSONALITY OF THE TEACHER AND THE PROFILE OF GRADUATES TRAINED TO TEACH AT THE FIRST STAGE OF BASIC SCHOOLS IN CZECHOSLOVAKIA

The majority of treatise on the personality of the teacher are devoted to questions concerning the ideal teacher, what he should be, or what he is i.e. what kind of moral and character features he should have /or has/, what kind of professional knowledge and skills he should have a command of etc. These features are stipulated in the treatise or examined from the point of view of the needs of the school and the society in which the teacher instructs children /youth/. An optimal image is usually created showing the teacher´s appropriate qualifications and long years of teaching experience.

The universities preparing the teachers, however, cannot alone achieve such a development of the teacher´s personality as is characterized as optimal from these viewpoints. This is linked up with a certain presumed standard of the student that need not necessarily have been achieved. It is limited in time and cannot develop in particular all the professional skills connected with practical teaching.

It is evident from this that it is to the point to formulate, beside the ideal image of the teacher´s personality, also a concrete and realizable profile of the university graduate teacher trainee, i.e. also the profile of the "teacher-beginner". Here we are concerned with solving the problem of which features and qualities of the teacher´s personality, which section of his professional knowledge and what skills must be duely promoted before he graduates, so that he can take on full responsibility for educating his young charges /possibly in the first year of practical teaching under the guidance of his head teacher/. While their further development in the course of their actual teaching, politically committed activities and in the various forms of teachers´ further education is presumed.

The formulation of the profile of the teacher graduate qualified for the first stage of Basic schools was based on the above-mentioned criteria. At the same time general demands were taken into account regarding the graduate teacher trainee´s profile formulated in the project for the Further Development of the Czechoslovak Educational System, especially for the training of the teacher-supervisor. Naturally the devising of the future trends in the first stage of Basic schooling and the prognosis for its prospective development were also considered.

Therefore stress is laid in the profile of the graduate on the general features of the university graduate teacher and apart from this it is characterized by the specific features of the graduate teacher´s profile for the first stage of Basic schools. The specific features of the profile emerge from the fact that the teacher of this stage of school is usually the only teacher of the class, in which he teaches all subjects of the given syllabus. Apart from this he can also fulfil the function of supervisor in the usual educational institutions for younger school children. This presumes:

he has a high standard of general education, that he has a good command of the national culture, especially the progressive traditions, chlidren´s literature, the theatre, films and other ways and means of emotionally affecting younger school children;

that he is interested in every aspect of current affairs, in the development of science, technology and culture, and is capable of making their meaning and essential substance understandable to children in the spirit of a scientific world outlook;

he is aware that the fundamental prerequisite for his successful activity is a thorough knowledge of pedagogical, psychological and social laws involved in the educational process; hence he continuously deepens, improves and modernizes his specialized education and raises the quality of his skills, so that he can make conscious use of them in developing the integrated personality of the pupils at the first stage of Basic school, be in a position to solve readily and correctly from an ideological and professional standpoint topical problems and tasks connected with the education at this stage of Basic school and in the educational institutions for children of early school age;

he has a command of the methodology of the tuition subjects, is outstanding in his sense for music and singing, shows skill in drawing, writing and handicrafts, is physically fit and agile; his oral expression demonstrates a cultured mode of speech corresponding to the correct norm in content and form;

he has a knowledge of the problems of handicapped children and on the basis of this is capable of ensuring their successful development, and help them in removing the social consequences of their handicaps; he has concrete knowledge of the contents and forms of educational work in the departments catering for the oldest children in kindergartens;

he has the ability of collaborating with the group leaders of the Pioneer Organization of the Union of Socialist Youth, and can take the initiative in participating in out-of--class and out-of-school formative teaching, that he is theoretically and practically trained to work in village schools in classes that are sub-divided into departments, and can organize pupils´ independent work in groups according to the age groups present in his class.

The above-mentioned specific features of the profile of the graduate teacher for the first stage of Basic school correspond to the multi-aspect qualifications of this category of teachers, which is essentially uniform, i.e. each one of them is qualified to teach all subjects in all grades of the given school stage, and also at schools with a smaller number of classes. At the same time every teacher is thoroughly trained in a selected sphere of education and in an involvement in public affairs.

The general ideological-political and moral profile of the graduate teacher is provided with a concrete character in the given case stressing the problems of the country and rural districts and stressing the social and legal aspects of the family and the welfare of children and youth.

A key section of the profile of the graduate teacher for the first stage of Basic school is the pedagogical and psychological qualifications. The graduates should therefore demonstrate an adequate knowledge of the pedagogical sciences /including the methodology of the tuition subjects and the methodology of formative teaching/; they should have acquired the habit of studying pedagogical literature and the essential organizational and communicative skills pertaining to a teacher. In addition they should be capable of carrying out a comprehensive evaluation of the development of a child of an early school age.

In the subject section of their qualifications the graduates have a full command - corresponding to the present and perspective demands of methodological instruction - of the mother tongue, mathematics and one other subject of their own choice: arts or crafts, physical training or music. In this selected subject they in particular meet the requirements for conducting specialized instruction at the first stage of Basic school, for supervisors´ activities and for the development of children´s out-of-school interests. With regard to the other subjects stipulated in the syllabus for the first stage of Basic schools, they can fulfil the fundamental teachers´ tasks and have a command of the methodology of these subjects.

The profile of the graduate teacher for the first stage of Basic schools is of course the profile of a teacher and supervisor beginner, who only after some pedagogical experience and further self-education will gain proficiency in directing schools, or some other educational institution, in working in specialized classes or as a methodologist of some tuition subject, or in influencing the work of other teachers.

The thus defined profile of the graduate teacher became the basis for devising new curricula for full-time and extra-mural studies and for the syllabuses of courses for teacher trainees for the first stage of Basic schools. It also became the basis for the elaboration of the system of this category of teachers´ further life-long education. The integrated personality of the socialist teacher may be regarded as the goal of this system.

Rather detailed syllabuses of all the subjects included in the curriculum have been worked out as the most tangible instrument for unifying the content of all the teachers´ training for the first stages of Basic school in Czechoslovakia. The educational aim for each subject is laid down, and stipulations are made for the concrete contents of the instruction in its various forms /lectures, seminars, practical demonstrations, teachers´ practice, courses etc./, and for orientation a list of compulsory and recommended literature for study is given. A draft of a publishing plan of the necessary literature for study purposes in all subjects of the teachers´ courses has been drawn up and proposals have been made for the distribution of the editing tasks among the various pedagogical faculties.

A reconstruction of the courses is being carried out gradually according to the new curriculum and syllabuses as from the first year of the courses at all pedagogical faculties. The commission and all the ministerial bodies responsible are aware of the fact that the realization of this reconstruction cannot be ensured merely by announcing the approved documents. Therefore measures have been elaborated for leading lecturers at the pedagogical faculties, and for those teaching the individual subjects, aiming at a clarification of the changes to be implemented.

This is necessary especially since the solution of some partial questions regarding the training of teachers for the first stage of Basic schools has still not reached a standard making it possible to consider the assignment of the content of the training and the reading list of compulsory and recommended literature as definite. Therefore it is presumed that in some fields the content of the instruction will be further extended both in connection with the development of the individual disciplines, and in connection with a more thorough processing of inter-disciplinary links, and with the development of practical experience etc. We also go out from the assumption that there will be an advance in the scientific research work carried out in this sphere of university pedagogics.

Just now there is a need for a complex solution of other problems that has still not been accomplished, or rather whose solution is vital from the viewpoint of the prospects for elaborating a life-long system of teachers´ education. These are above all problems concerning the career guidance of secondary school pupils to take up teacher training courses for the first stage of Basic schools and more efficient methods for selecting candidates for this study course. Further there are the problems of how to abolish the multi-discipline training of teachers in this category, the possibilities of creating opportunities for more marked specialization of the teachers in the individual tuition subjects /or groups of subjects/ at this stage of school; the questions of the relationship of the training of educational personnel for kindergartens and for the lowest grades of the Basic school etc. Equally important is the solution of the problems of the content and organization of post-graduate studies in connection with the development of specialization in tuition at the first stage of Basic school, the problem of taking into account the courses for teaching at the first stage of Basic school when the teacher trainees continue with courses qualifying them to teach at higher grades etc.

Most of these questions need solving in collaboration with other socialist countries. The discussions at the IIIrd Conference of Teachers from the Socialist Countries in Warsaw has shown that university training of teachers for the initial stage of schools is developing in various forms in these countries and experience is being gained with different variations of its realization. Their evaluation could speed up and facilitate the search for an optimal conception of this training. Similarly co-operation in developing the pedagogy of the first stage of school and the didactics of the individual subjects at this stage could contribute to a profounder content of the training of teachers for this category of schools.

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